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ABSTRACT

Teachers who have been trained to work with normal young children (early childhood certification) or with older handicapped children (special education certification) are often unprepared to assume the multiple responsibilities of the teacher of preschool handicapped children. The purpose of this project was to address this need by implementing and maintaining a competency-based inservice training program within the College of Education at New Mexico State University (NMSU). The project's service delivery model was designed to reflect the state's rural remoteness (e.g., summer campus-based training with field-based academic year "special problems" follow-up) and tricultural diversity. During the second and third years of the project, 28 leadership personnel were brought to the NMSU campus for 5 weeks of intensive didactic and "hands-on" inservice instruction. In-state tuition and $75-a-week traineeships were provided by the project. The majority of these personnel (representing 23 or 72% of New Mexico's 32 counties) are currently providing inservice training upon request in their own or contiguous counties and employing project-acquired competencies in their home programs. Among project-supported activities were provision of a regional infant, toddler, and preschool education of the handicapped conference attended by 74 New Mexico preschool personnel and development of of a materials collection within NMSU's College of Education. (Author)

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ED224623

FINAL REPORT

Competency-Based Inservice Training for Personnel Serving Handicapped Preschoolers

(G007900846)

CFDA: 84.029C

September 1982

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COLLEGE OF EDUCATION

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Bilingual Education
Early Childhood Education
Reading
Special Education

RC013676

FINAL REPORT

Competency-Based Inservice Training for Personnel Serving Handicapped Preschoolers

(G007900846)

CFDA: 84.029C

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Running Head: Inservice Training Project

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Abstract

Teachers who have been trained to work with normal young children (early childhood certification) or with older handicapped children (special education certification) are often unprepared to assume the multiple responsibilities of the teacher of preschool handicapped children. The purpose of this project was to address this need by implementing and maintaining a competency-based inservice training program within the College of Education at New Mexico State University. The project's service delivery model was designed to reflect the state's rural remoteness (e.g., summer campus-based training with field-based academic year "special problems" follow-up) and tricultural diversity.

During the second and third years of the project, 28 leadership personnel were brought to the NMSU campus for five weeks of intensive didactic and "hands-on" inservice instruction. In-state tuition and $75.00 a week traineeships were provided by the project. The majority of these personnel (representing 23 or 72% of New Mexico's 32 counties) are currently providing inservice training upon request in their own or contiguous counties and employing project-acquired competencies in their home programs.

Among other project-supported activities were the provision of a regional infant, toddler and preschool education of the handicapped conference attended by 74 New Mexico preschool personnel (third year only) and the development of the Early Childhood Education of the Handicapped Materials Collection within NMSU's College of Education. The collection is accessible to local educators/preservice students, and former project trainees relative to their ongoing inservice training efforts.

Final Report: Competency-Based Inservice Training for Personnel Serving Handicapped Preschoolers: A Tricultural Approach

1.0 Introduction

As Karnes (1975) has pointed out, teachers who have been trained to work with normal children (early childhood certification) or with older handicapped children (special education certification) are often unprepared to assume the multiple responsibilities of the teacher of preschool handicapped children. Such a teacher "is often a diagnostician, curriculum developer, manager and team leader, parent worker, trainer of volunteers and paraprofessionals, and public relations expert" (p. 81). In addition, this individual is also a teacher of a unique population of children (Hiroshoren & Umansky, 1977).

Prior to the 1979-1980 academic year, few (if any) formal, on-going mechanisms existed for the delivery of inservice training for personnel serving New Mexico's preschool aged (0-6) handicapped population. Therefore, the project described in this report was proposed to the Bureau of Education for the Handicapped - Handicapped Personnel Preparation (BEH-HPP) in October, 1978. The original intent of the proposed project was to meet the needs of New Mexico personnel serving preschool-aged handicapped children via a three-pronged approached described in Figure 1. Subsequent budget negotiations resulted in elimination of (a) the field-based/on-site training component, (b) the Associate Director position, and (c) the Inservice Facilitator-Trainer position. After eliminating these positions and developing a more detailed evaluation plan, the Project Director was notified of the grant award on May 14, 1979.

After elimination of the field-based training subcomponent, the project target population consisted entirely of a cadre of leadership personnel

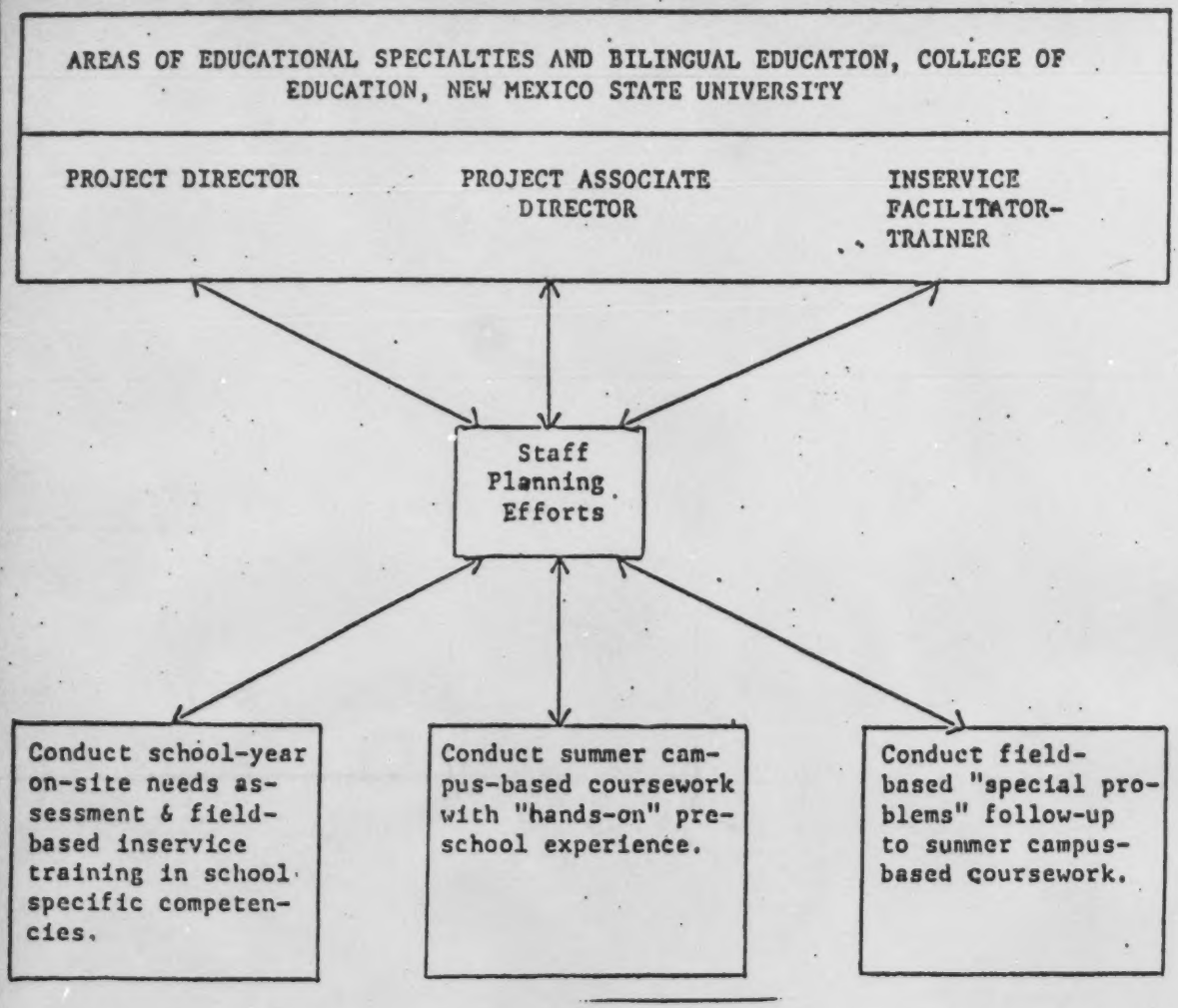
AREAS OF EDUCATIONAL SPECIALTIES AND BILINGUAL EDUCATION, COLLEGE OF EDUCATION, NEW MEXICO STATE UNIVERSITY
PROJECT DIRECTOR
PROJECT ASSOCIATE DIRECTOR
INSERVICE FACILITATOR-TRAINER
Staff Planning Efforts
Conduct school-year on-site needs assessment & field-based inservice training in school specific competencies.
Conduct summer campus-based coursework with "hands-on" preschool experience.
Conduct field-based "special problems" follow-up to summer campus-based coursework.

Figure 1. The Rural-Remote Service Delivery Model

recruited from New Mexico's 32 counties who (a) received inservice training in five-week summer sessions in 1980 and 1981 at New Mexico State University (NMSU) in Las Cruces, and (b) performed optional follow-up field-based studies. Selection of trainees was partially based upon the expressed willingness of the trainees (see document in Appendix A) to provide local inservice training (i.e., field-based studies) beyond the life of the present project.

The tricultural thrust (see Figure 2) of the project was retained comensurate with demographics of the Southwestern region. However, the "school-specific" emphasis described in the original proposal was altered significantly due to the necessary elimination of the on-site training component. Guest lectures/workshops and inclusion of appropriate trilingual/tricultural materials in the Project Materials Collection constituted this thrust during the life of the project.

The project also retained its competency-based training approach (see Figure 3). Needs assessment data gathering and trainee record-keeping was facilitated via the Student Competency Checklist (Stile, 1978). A 1982 revision of this document (see excerpt from original document in Appendix B) is now being completed and will be used in AY 1982-83 inservice training efforts and subsequently submitted for inclusion in the ERIC system.

2.0 Procedures

Figure 4 graphically describes the seven major steps involved in the project-developed university-based inservice training model. These steps are also described in narrative form in subsections 2.1--2.7 below. Subsections 2.8--2.15 describe major project tasks which supported/complemented the inservice training efforts.

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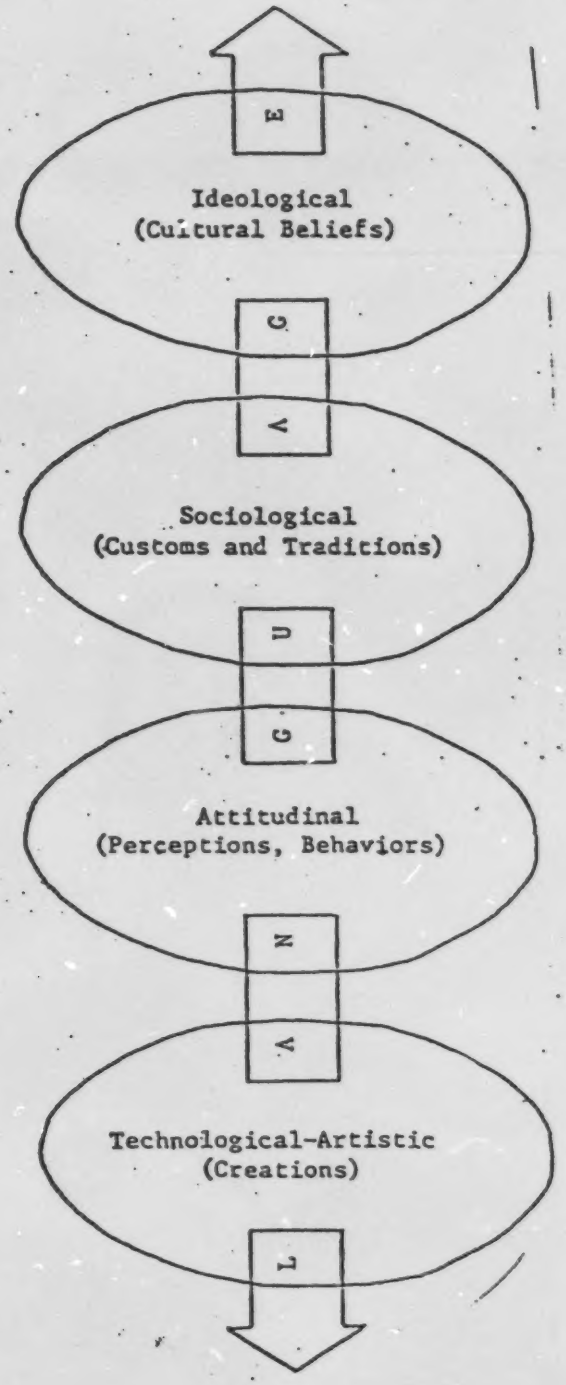

Figure 2. Tricultural Education Model

1.0 BROAD AREA OF COMPETENCY	2.0 SOURCE	3.0 INSTRUCTIONALLY FEASIBLE SPECIFIC COMPETENCY	4.0 VALIDITY ESTABLISHED YES/NO	5.0 HOW ACQUIRED	6.0 PERFORMANCE OBJECTIVES
1.1 Developing individualized education programs (IEPs)	2.1 Crutcher, C.E., & Hofmeister, A.M., 1975	3.1 Writing short term objectives based on skill assessment.	Yes	5.1 On-site inservice training. 5.2 Summer campus-based inservice training with follow-up.	6.1 Given information on five specific skill deficits for a particular preschool handicapped child, the practicum trainee will develop five short term objectives according to the "ABCD format" with 100% accuracy.

Figure 3. Competencies for Personnel Serving the Preschool Handicapped

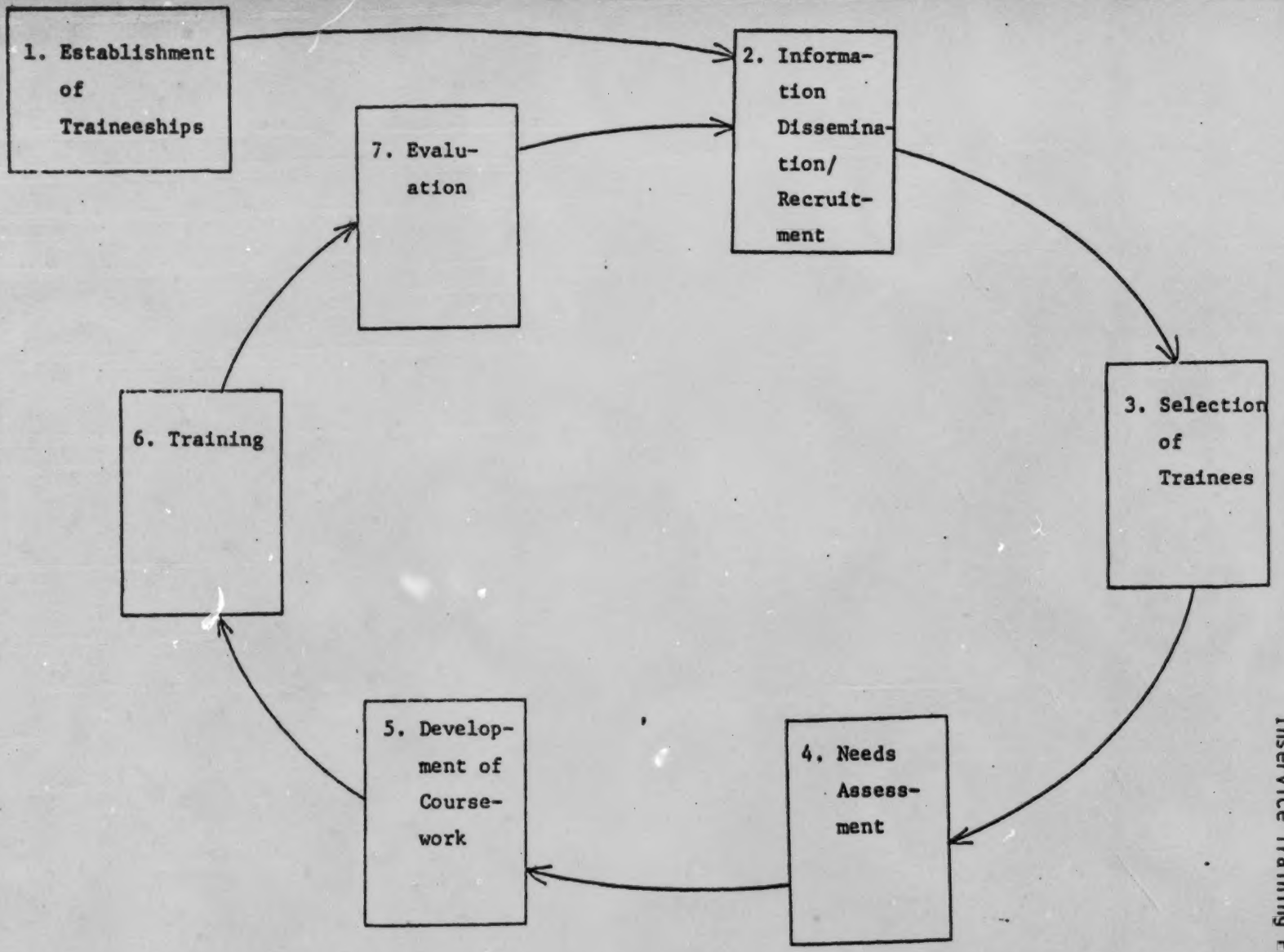

Figure 4. Major steps in the university-based inservice training model

2.1 Establishment of traineeships. Trainee in-state tuition and stipend dollar amounts were established with reference to Sections 121f.42 and 121f.50 of the Code of Federal Regulations (1978). The traineeships consisted of a $75.00-a-week stipend for living expenses plus paid in-state tuition for six graduate credit hours.

2.2 Information dissemination/recruitment. The bulk of the summer trainee recruitment efforts were carried out via project-developed brochures and posters (see Appendix C). During each of the two project recruitment efforts, 1,000 brochures and 200 posters were distributed (i.e., posted), hand-delivered, and/or mailed) to potential trainees through such agencies as New Mexico's 89 local school districts, state-operated residential schools, local offices of the Division of Family Services, and Head Start programs. Additional information dissemination and/or recruitment efforts included personal contact at professional conferences and state-wide news releases (See Appendix D).

2.3 Selection of trainees. A project advisory board consisting of a parent of a handicapped child, the director of the local community-based infant and preschool programs for the handicapped (Open Door[1]), the director of the NMSU Office of Indian Affairs, a professor of speech pathology, and a professor of educational administration assisted the project staff in the trainee selection process. Trainees were selected on the basis of the following four criteria:

---

[1]Open Door, Inc., is a local community-based program which operates replication sites for the University of Wyoming's Infant Stimulation Program (WISP) and the University of Illinois' Precise Early Education for Children with Handicaps (PEECH) program. These programs are housed within the NMSU College of Education and provide practicum experiences for summer trainees.

(1) Current employment in a preschool program serving handicapped children.

(2) Acceptance by the NMSU Graduate School.

(3) Signed agreement to provide service in the home county or region (e.g., community screening).

(4) Stated need for training.

Table 1 presents recruitment and selection data for the summer 1980 campus-based inservice training efforts (NMSU).

Table 1

Recruitment and Selection Data: First Wave of Trainees

Mailings	N of Formal Applications Received	N of Candidate Pool	N of 1980 Trainees	N of Counties Represented by Trainees/Cadre of Trainers
1,000 posters	44	32	14	14
200 posters				

2.4 Needs assessment. Immediately upon selection, trainees were provided with a short-form needs assessment instrument (see Appendix E). This form provided the project staff with perceived training needs within the project's seven major curricular areas. For example, the spring 1980 needs assessment led to the inclusion of a session on grantsmanship and a greater emphasis upon parent involvement than had been originally planned.

2.5 Development of coursework. The summer coursework was developed around Stile's Student Competency Checklist (1978). The three-hour lecture class (SPED/ECED 550) and three-hour practicum (SPED 501) provided knowledge and skills within the following seven broad areas of competency (see Appendix F for excerpt from NMSU 1981-82 Graduate Bulletin):

(1) The development and use of an individualized educational program (IEP).

(2) Curriculum planning.

(3) The developmental tasks approach.

(4) Classroom/instructional management.

(5) Behavior management.

(6) Instructional materials.

(7) Miscellaneous background information/skills (e.g., grantsmanship, identification and reporting of child abuse, bilingual/bicultural considerations, etc.).

2.6 Training. Campus-based inservice training was delivered during two five-week summer sessions (1980 and 1981). It is estimated that (including outside assignments), the number of training hours equaled 200. The total hours may be broken down as follows:

(1) In-class lectures/workshps (two hours daily for five weeks = 50 hours) (see Appendix G for excerpt from course syllabus).

(2) "Hands-on" experience in PEECH/WISP programs (two hours daily for five weeks = 50 hours).

(3) Outside assignments (e.g., abstracts over very recent professional literature, etc.)(four hours daily for five weeks = 100 hours).

2.7 Evaluation. The Discrepancy Evaluation Model (DEM) (Yavorsky, 1976) was employed to carry out evaluation of the total project. The "Results" section (4.0) below will present evaluation data relative to the major outcomes of the project.

As described graphically in Figure 4, these findings were used for revision purposes in subsequent years. Section 3.0 below will describe the Discrepancy Evaluation Model (DEM) as implemented in the present project.

2.8 Staffing. A permanent Project Secretary I and Graduate Assistant II (see Appendix H) served the project beginning June 1, 1979, and September 1,

1979, respectively. Appendix I contains vitae from key project staff and consultants.

2.9 First continuation proposal (AY 1980-1981). The first continuation proposal was developed and subsequently submitted to HPP on September 17, 1979 (three months after project start-up on June 1, 1979). The Project Director was notified of the grant award on February 3, 1980.

2.10 Second continuation proposal (AY 1981-1982). The second continuation proposal was developed and subsequently submitted to HPP on October 17, 1980. The Project Director was notified of the grant award on February 11, 1981.

2.11 Development of the Preschool Handicapped Materials Collection. A Preschool Handicapped Materials Collection has been established in the NMSU College of Education's Learning Resource Center (LRC) with funds provided by the project. The major target population for this collection consists of the summer trainees/cadre of trainers. Checkout procedures also allow limited access to the local PEECH and WISP replication site staff and NMSU undergraduate and graduate students. Appendix J contains an excerpt from the project's annotated instructional materials bibliography which was completed during the Spring, 1981 semester and subsequently distributed to the summer trainees/ cadre of trainers. The collection presently includes materials in the following 11 areas:

1. Program Administration
2. Assessment and Screening
3. Behavior Modification
4. Bilingual/Multicultural Education
5. Child Abuse/Neglect
6. Infant/Toddler Curriculum

7. Media
8. Parenting/Parent Training
9. Special Education/Early Childhood Curriculum
10. Early Childhood - Handicapped Texts
11. Vision and Hearing

2.12 Project supplemental bibliography. A bibliography containing references to relevant journal articles, conference papers and other available materials was developed and distributed to trainees/cadre of trainers as a supplement to an earlier bibliography prepared at the University of Wyoming by the project director. Appendix K contains an excerpt from the Supplemental Bibliography.

2.13 Preparation of summer training materials. All materials to be used in the summer training efforts were prepared/revised prior to May 31, 1980 and 1981. These materials included the syllabus (Appendix G) and Supplemental Bibliography (Appendix K).

2.14 Regional conference. The project staff organized and conducted a regional "mini-conference" on infant/toddler/preschool education of the handicapped which was held in conjunction with the Spring New Mexico Federation/ Council for Exceptional Children (NMF/CEC) meeting in Las Cruces, March 26-27, 1982. The "mini-conference" was attended by 74 early childhood/special education personnel who received 1.6 C.E.U.s for their participation. Appendix L contains a "mini-conference" schedule.

2.15 Conference presentations. Papers relating to the present project were formally presented at the following three conferences during the life of the project:

1. Fifty-ninth Annual International CEC Conference, New York, NY, April 14, 1981 (paper edited by Kibler, Robert E. and published by ERIC, ED 210-845).

2. First Annual Texas Tech University Research in Action Conference, Lubbock, Texas, April 2, 1982 (paper submitted to ERIC system for possible publication).

3. Sixtieth Annual International CEC Conference, Houston, TX, April 19, 1981 (paper submitted to ERIC for possible publication).

3.0 Evaluation Model

The Discrepancy Evaluation Model (DEM) of Malcolm Provus (Yavorsky, 1976) is designed to generate information relative to program improvement and assessment. By comparing program performance with projected goals, DEM identifies any difference (discrepancy) which exists between what is and what should be. The "Program Design" (which details expected inputs, processes and outputs) becomes the standard excellence (what should be) against which program performance is subsequently compared. To the extent that a given program reaches or surpasses its specified desirable outputs, the program may be judged successful.

Table 2 outlines the project "Evaluation Plan" that was included in the second continuation proposal. The plan follows the DEM convention in that it first specifies the evaluation question being addressed, then identifies instruments to be used, cites their developmental status, and projects the date on which the information will be available.

Relevant to the project's evaluation plan (Table 2), instruments were developed by the project staff to ascertain (a) the immediate impact of the training, (b) the relevance of program content to job requirements, and (c) transfer of competencies from the training environment to work environment. In evaluating the relevance of program content, for example, six months after the completion of training, former trainees were asked via questionnaires and/or interview guides whether they felt they were now meeting the needs

of their preschool hearing impaired students. As Smith and Corbett (1976) have suggested, this type of comparison (or discrepancy analysis) can indicate (a) competencies taught but used infrequently, (b) critical competencies not included in the training, and (c) the percentage of trainees who have applied (most) program competencies to their jobs.

4.0 Results

Table 3 (the "Program Design") describes major evaluation questions according to DEM convention. In DEM, data gathering for revision purposes is simply a matter of determining whether a discrepancy exists between what is (achievement) and what should be (outputs). Results are presented in eight subsections which relate to the outputs listed in the last column of Table 3 for each of the two waves of trainees.

4.1 Trainee wave No. 1 (AY 1979-80; AY 1980-81).

1. DEM output 1 (results). Subsequent to budget negotiations with the funding agency, the number of summer traineeships was reduced from the originally proposed 16 to 14. Recruitment and screening efforts led ultimately to the selection of 14 trainees by the Project Advisory Board. The desired output was achieved since (a) 100% of the trainees were selected on the basis of previously stated criteria, and (b) the trainees represented 14 separate counties (see Appendix M).

2. DEM output 2 (results). Summer trainees evaluated in the training on a weekly basis using a five point Likert Scale. Trainees were asked to rate each weekly unit (i.e., five days) of training in the following five ways:

Table 2

Evaluation Plan, AY 1981-1982

Evaluation Question (5.1)	Design Reference (5.2)	Instrument (5.3)	Instrument Status (5.4)	Date Information Available (5.5)
5.1.1 How do project trainees rate the effectiveness of the competency-based training program?	Processes 4.2.1 and 4.2.2 Output 4.3.2	5.3.1 Project Likert Scales (Appendix Q).	Instrument developed by project staff, 5/31/80.	Aug. 14, 1981
5.1.2 At what level do trainees score on objective-referenced tests of knowledge-based project competencies?	Processes 4.2.1 and 4.2.2 Output 4.3.3	5.3.2 Objective-referenced pretest-posttest	Objective-referenced pretest/posttest developed by project staff, 5/31/80.	Aug. 14, 1981
5.1.3 At what level do trainees rate relative to demonstration of skill-based competencies in practicum setting?	Process 4.2.2 Out put 4.3.4	5.3.3 Observation Rating Scale (evaluation of practicum interactions between trainees and preschool handicapped children).	To be developed by project staff by 3/15/81 (see Milestone 2.12).	Aug. 14, 1981
5.1.4 What is the impact of the competency-based training program on preschool handicapped children (practicum setting)?	Process 4.2.2 Output 4.3.6	5.3.4 Behavioral Characteristics Progression (BCP) and other developmentally sequenced/criterion-referenced instruments/preschool IEP's.	Commercially available, professionally validated instruments/PEECH/WISP IEP's	July 1980
5.1.5 How do cadre of trainers/former trainees rate their subsequent performance in home programs/inservice training?	Process 4.2.4 Output 4.3.7	5.3.5 Project Likert Scales.	To be developed by project staff by 4/1/81	May 1, 1982
5.1.6 How do attendees rate effectiveness of the two regional workshops?	Process 4.2.5 Output 4.3.9	5.3.6 Project Likert Scales	To be developed by project staff by 11/1/81.	11/1/81 4/15/82

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Table 3

Program Design, AY: 1980-1981; AY: 1981-82

Inputs	Process	Outputs
1. Project Advisory Board 2. Project review of recent legislative mandates/state rules and regulations/applied research data for purposes of revising Student Competency Checklist, etc. 3. Project trainees' feedback via Student Competency Checklist.	1. Summer Institute: competency-based training for teachers of preschool handicapped children (five-week classroom instruction). 2. Summer Laboratory: four-week "hands-on" training to NMSU's preschool handicapped summer program. 3. Field-based special problems follow-up.	1. At least 14 trainees (representing 14 of New Mexico's 32 counties) selected on the basis of project eligibility criteria as outlined in recruitment brochure. 2. At least 80% of the trainees rate training program at 80% (level four on a five-point Likert Scale) over all elements of each training session. (80/80 criterion) 3. At least 80% of campus-based trainees score 80% or better on all objective-referenced tests in seven broad areas of training. (80/80 criterion) 4. Project staff will observe improvement in trainees' skill levels as they interact with preschool handicapped children in a laboratory situation. (80% will reach criterion on 80% of areas on practicum observation instrument)

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Table 3 (cont.)

Program Design, AY:· 1980-1981

Inputs	Process	Outputs
		5. At least 80% of trainees contract to do follow-up special study in at least one of the seven broad competency areas. 6. At least 80% of preschool students achieve objectives in at least two areas as identified on laboratory IEP's. 7. At least 80% of the trainees will provide inservice training to their home programs and/or service to their own or contiguous counties. These activities will be based upon the summer inservice training program.[2] 8. At least 80% of the trainees will directly apply the NMSU competencies in their own programs.

[2]Outputs 7 and 8 were added based on feedback from the external evaluator prior to summer 1980 training.

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1. overall degree of interest (1-5)
2. overall value (1-5)
3. overall information of the audiovisual materials (1-5)
4. informational value of handouts (1-5)
5. degree to which the training provided a better basis for working with handicapped preschoolers (1-5)

Based upon the trainees' ratings over the above five areas of concern, the program successfully achieved the desired output. Trainee ratings surpassed the 80% criterion for four of the five weeks (80% of the sessions). These data are presented graphically in Figure 5.

3. DEM output 3 (results). This output was concerned with the levels at which the 14 trainees scored on an objective-referenced posttest over the seven broad areas of competency described at the beginning of this paper. Figure 6 reveals that 100% of the trainees scored 80% or better on the posttest, thus achieving the desired output. Furthermore, 79% of the trainees scored 90% or better and trainee number ten achieved the 100% level.

Since the same objective-referenced test was administered to all 14 trainees on a pretest basis, it was also possible to evaluate output 3 relative to gain scores. Figure 6 graphically indicates that 100% of the scores improved on the second administration.

Another check on the pretest-posttest gain would be to employ a one-group pretest-posttest (Borg & Gall, 1974) and to compare the pretest and posttest means for statistical significance, using a *t*-test for correlated means. The obtained *t* value of 15.66 for 13 degrees of freedom (13 *d.f.*) was statistically significant beyond the .001 level or probability ($p < .001$). As Borg and Gall (1974) have pointed out, the one-group pretest-posttest design is appropriate when (as in the present project's five-week inservice training) the interval between the pretest and posttest is relatively short, thus minimizing threats to internal validity such as history and education and maturation.

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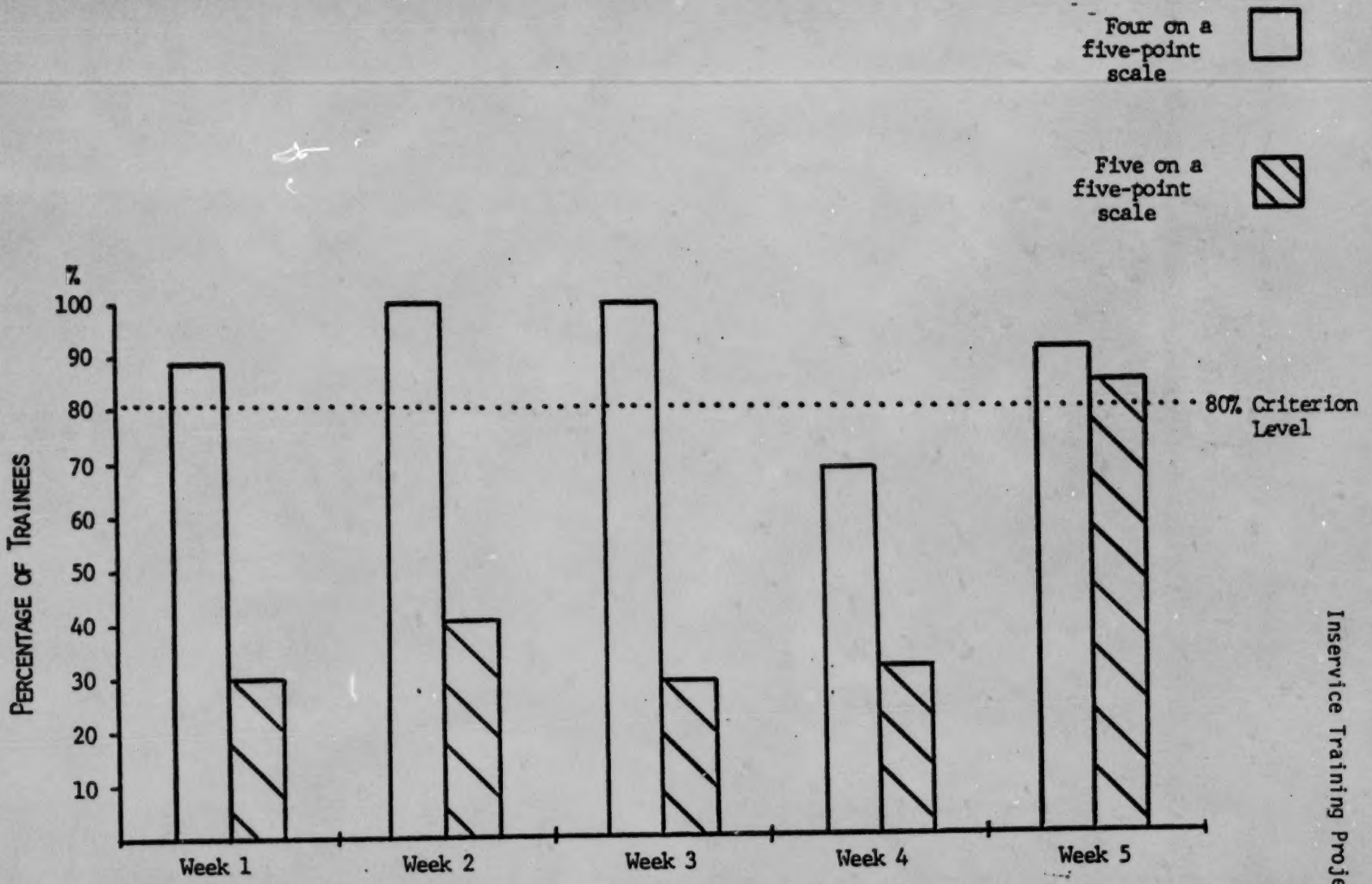

FIGURE 5. RATINGS BY TRAINEES OF WEEKLY UNITS OF WORK

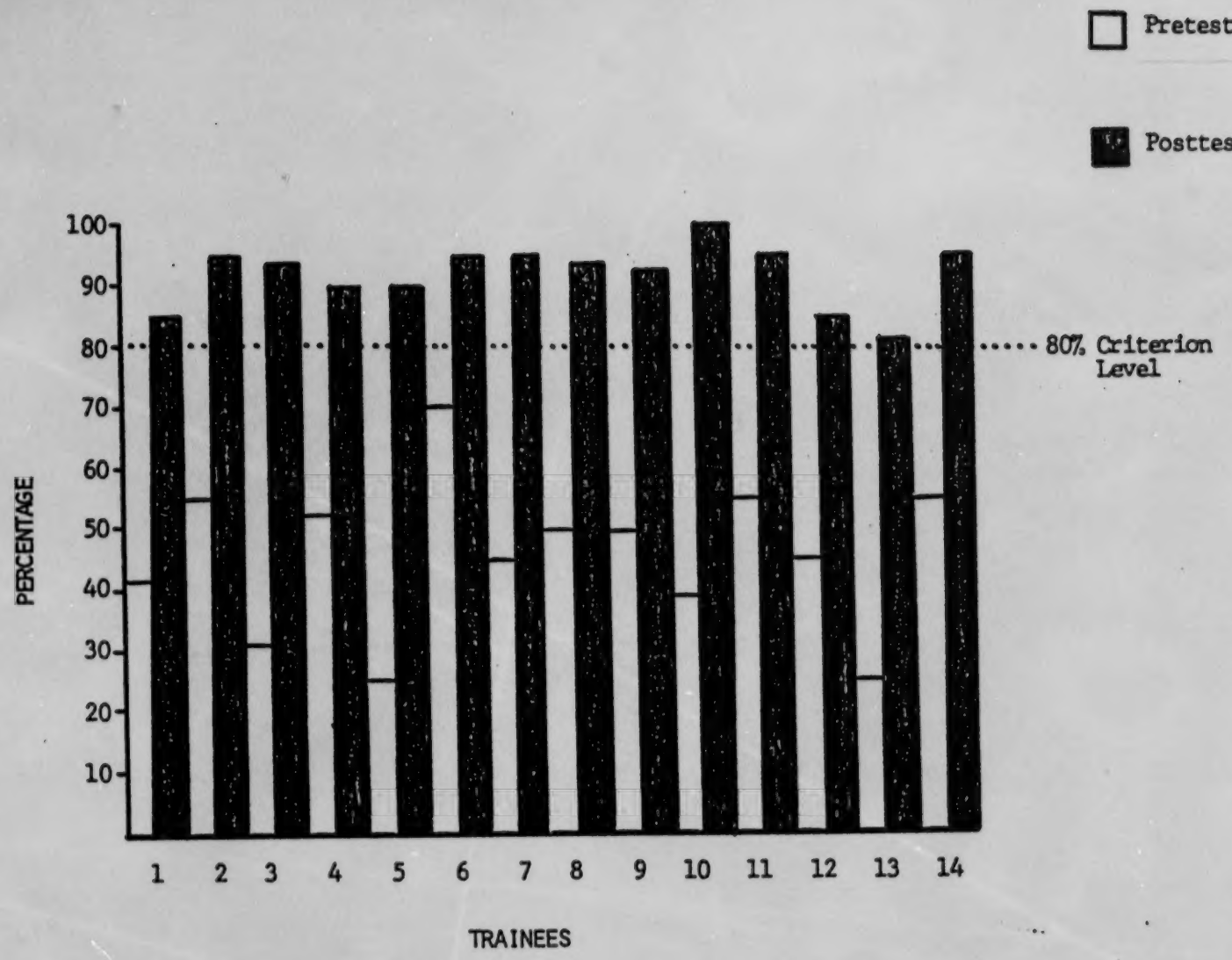

FIGURE 6. PERCENTAGE OF ACCURATE RESPONSES BY TRAINEES ON OBJECTIVE-REFERENCED PRE AND POSTTESTS

4. DEM Output 4 (results). The project staff and practicum personnel were unable to agree upon a valid and reliable observation instrument prior to the beginning of the summer 1980 inservice training and, therefore, this output was not measured. An observation instrument was adopted/developed prior to the summer 1981 training session and data regarding this output is reported below for the second wave of trainees (see Appendix N).

5. DEM Output 5 (results). Twelve of 14 (86%) students contracted (i.e., presented approved proposals) to do a follow-up special study in their home programs within the seven broad areas of training. To date, however, only six (43%) of these studies have been completed. Thus, although the stated criterion has already been surpassed, some proposed projects have not yet been initiated.

6. DEM output 6 (results). Each SPED 501 practicum participant was assigned at least one objective in each of two areas of the curriculum (e.g., language and fine motor) for their five weeks of individualized instruction with the PEECH and WISP students. Figure 7 indicates that the 80% criterion level was again surpassed (i.e., 86% of the students achieved objectives from the PEECH and WISP practicum IEP's in at least two areas of the curriculum).

7. DEM output 7 (results). Consumer output via a telephone survey and subsequent written correspondence with summer 1980 trainees indicated that 12 of 14 (86%) had provided inservice training and/or other types of service (e.g., community workshops, screenings) in their home or continguous counties.

8. DEM output 8 (results). As with the previous output, no graphic display was developed for output 8. Data collected via a telephone survey

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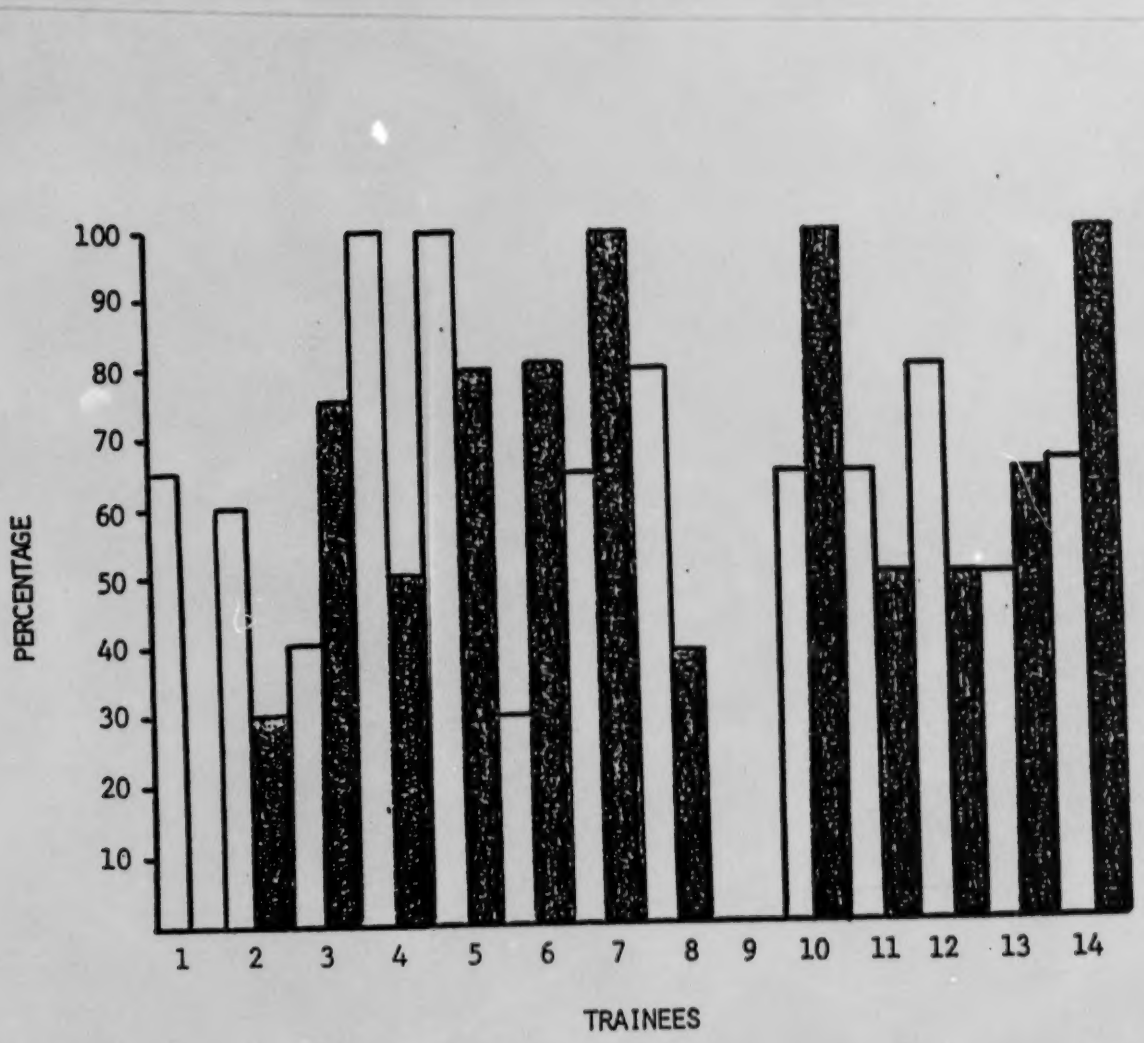

FIGURE 7. PERCENTAGE OF OBJECTIVES ACCOMPLISHED

indicated that 12 of 14 (86%) trainees had applied the NMSU inservice competencies in their own programs.

In summary, the stated criteria for six of the eight outputs were obtained or surpassed during the first 22 months of the project. Output 4 was not measured for the first wave of trainees due to lack of a satisfactory observation instrument.

4.2 Trainee wave No. 2 (AY 1980-81; AY 1981-82). Again, the DEM covention was used to gather data addressing the major evaluation questions in the last column of Table 3. The results presented below are based on evaluation data that has been analyzed by the project's outside evaluator relative to recruitment, training, and follow-up for the second wave of trainees.

1. DEM output 1 (results). As described above, budget negotiations resulted in a reduction in the number of summer traineeships from 16 to 14 (or 28 of 32 counties covered). The first wave of trainees (AY: 1979-80; 1980-81) consisted of 14 trainees representing 14 counties and were selected by the Project Advisory Board relative to project eligibility criteria. However, only nine of the 14 members of the second wave of trainees (again selected by the Project Advisory Board) represented new counties. Thus, output 1 was only partially met for the second wave of trainees since, although each trainee met the previously stated eligibility criteria, the nine additional counties were not represented in the final candidate pool (see Appendix M).

2. DEM Output 2 (results). Summer trainees evaluated the training on a weekly basis using a five-point Likert Scale. Trainees were asked to rate each weekly unit (i.e., five days) of training in the following five ways:

(1) overall interest in the week's session;
(2) overall value of the week's session;
(3) overall value of the week's audio/visual;
(4) information value of the week's handouts; and
(5) perceived transferability of knowledge/skills to a preschool setting.

Based upon the trainees' ratings over the above five areas of concern, the program successfully achieved the desired output. Trainee ratings surpassed the 80% criterion for four of the five weeks (80% of the sessions). These data are presented graphically in Figure 8.

3. DEM output 3 (results). This output was concerned with the levels at which the 14 trainees scored on the objective-referenced posttest over the seven broad areas of training. One hundred percent of the second wave of trainees scored 80% or better on the posttest thus surpassing the desired output. Furthermore, 86% of the trainees scored 90% or better and trainee number six achieved 100% of the posttest. These data are presented graphically in Figure 9.

All participants improved from their pre-test scores. Pre-test scores ranged from 8% to 56% indicating that the students began training on content that was new to them. Participants' pre-to post-test gains ranged from 35 to 55 points. The high post-test scores indicated that the test questions closely matched the material covered during the five-week training session and that the participants learned the planned content. The significance of the pre- to post-test scores was made through the use of a t-test for correlated means. The t value was 3.04 with 13 degrees of freedom and was statistically significant beyond the .001 level of probability ($P < .01$).

4. DEM output 4 (results). This output was not measured for the first wave of trainees. However (see Appendix N), an observation instrument was developed prior to summer 1981 and at the conclusion of the training

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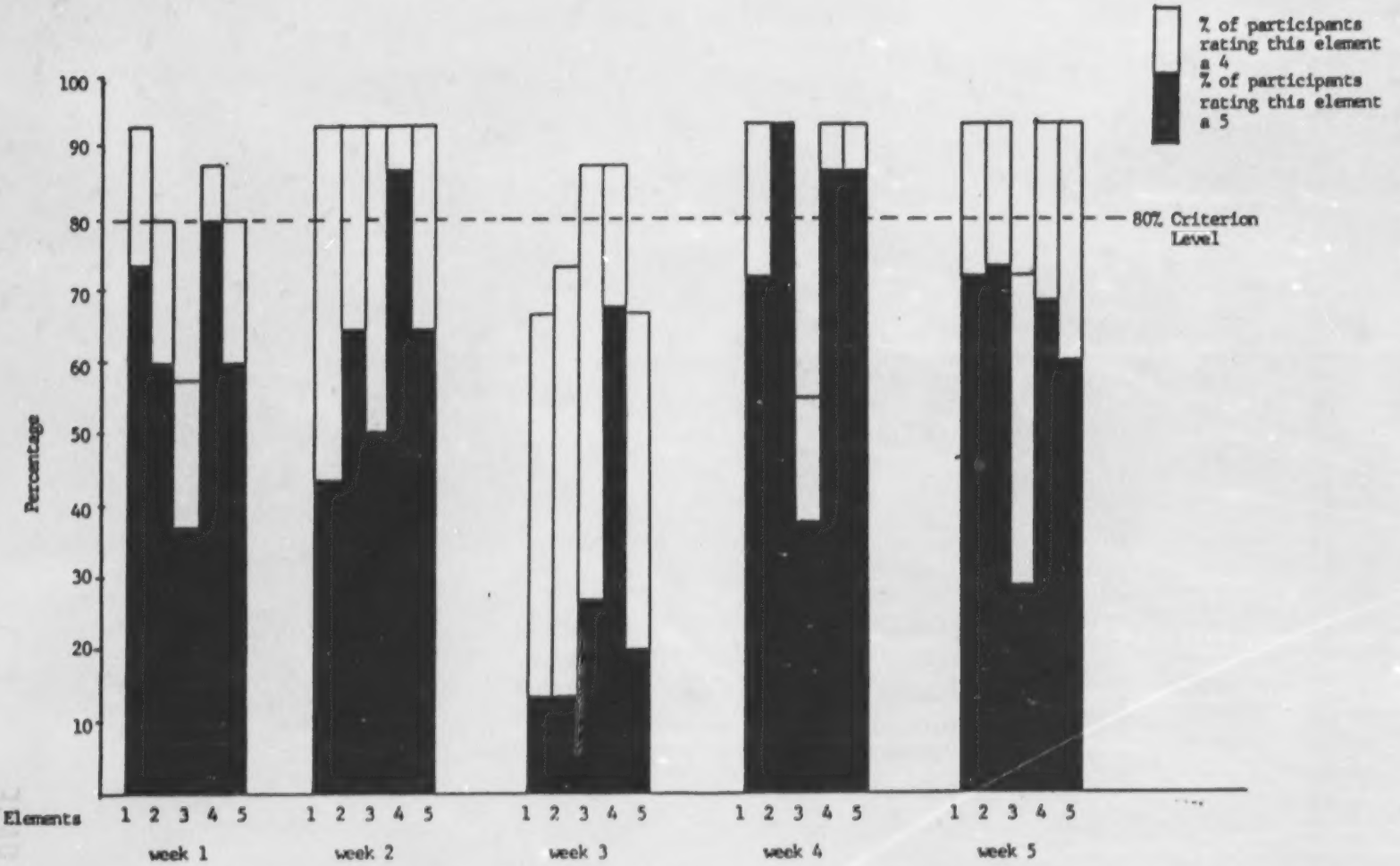

Figure 8. Percentage of Participants Rating 4 or 5 on Each Element of Weekly Sessions

Output 3

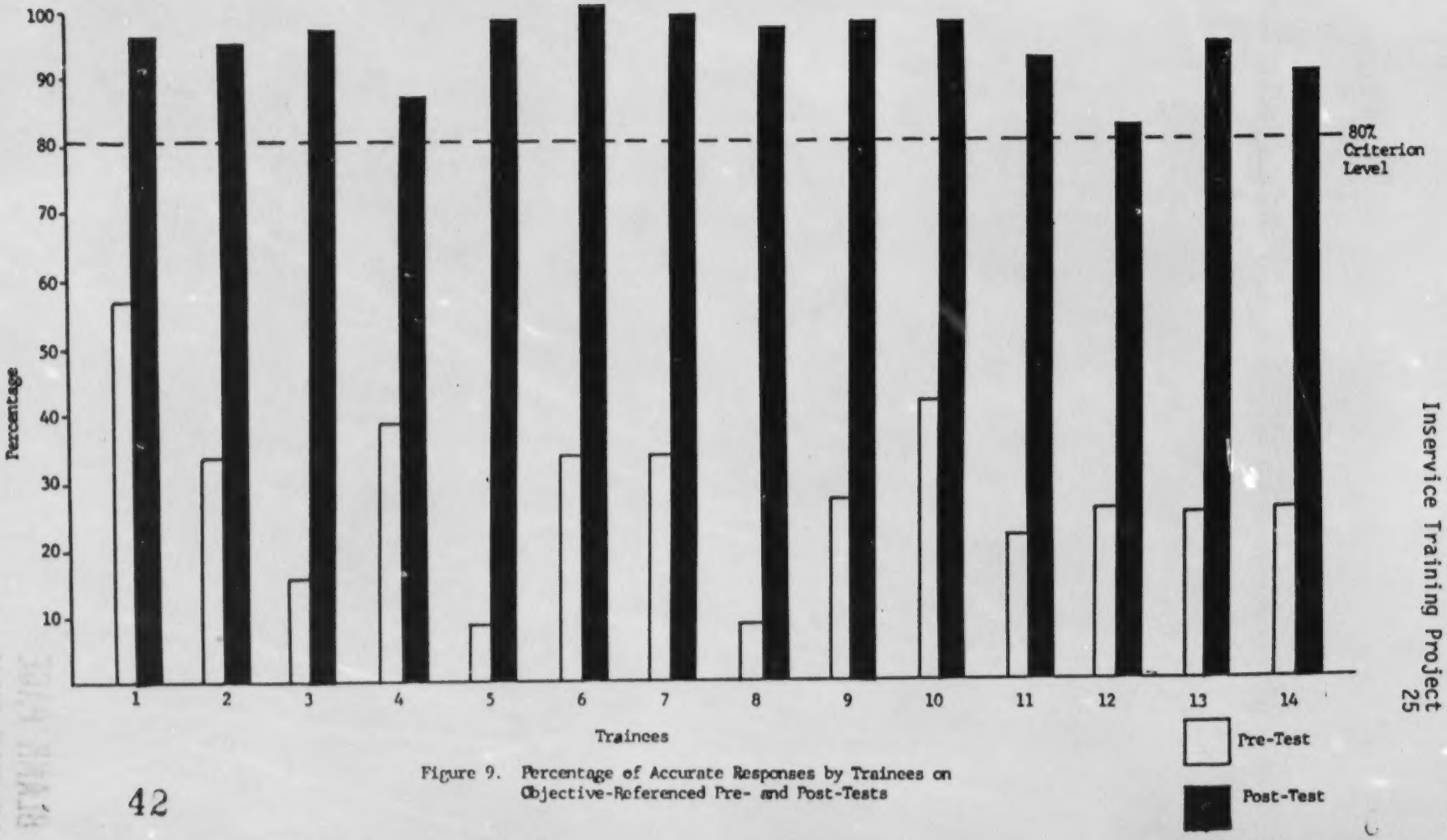

Figure 9. Percentage of Accurate Responses by Trainees on Objective-Referenced Pre- and Post-Tests

period, 100% of the trainees (14 of 14) had reached criterion relative to the direct instructional model and the 11 designated areas of classroom management. Thus, training was extremely effective in providing the participants with the necessary competencies to be successful classroom teachers of preschool handicapped children.

5. DEM output 5 (results). Only six of 14 (43%) second wave trainees contracted to do follow-up special study work in at least one of the seven broad competency areas. All six (100%) who contracted to do follow-up special studies have completed the proposed studies. Completed studies have included the teaching of a course in early childhood special education at Eastern New Mexico University, the presentation of a series of workshops dealing with parent training, and the implementation of a school district-wide program for the prevention of child abuse and neglect.

6. DEM output 6 (results). Three levels of accomplishment were considered for this objective. These were:

1. Student achieves at least one objective in each of two areas.
2. Student achieves at least one objective in only one area.
3. Student does not achieve any objectives.

Only eight of 14 (58%) second-wave trainees reached criterion relative to this output (i.e., achievement of at least one objective in two areas of the practicum IEP). Of the fourteen preschool children who participated in the program, only 57% achieved at least one or more objectives in each of two areas. The 80% level of accomplishment was approached (79%) if categories (1) and (2) are added together. The proportions in each of the three categories are graphically depicted in figure 10. It seems important that student attendance records be maintained for future training sessions in order that the effect of attendance on accomplishment can be monitored.

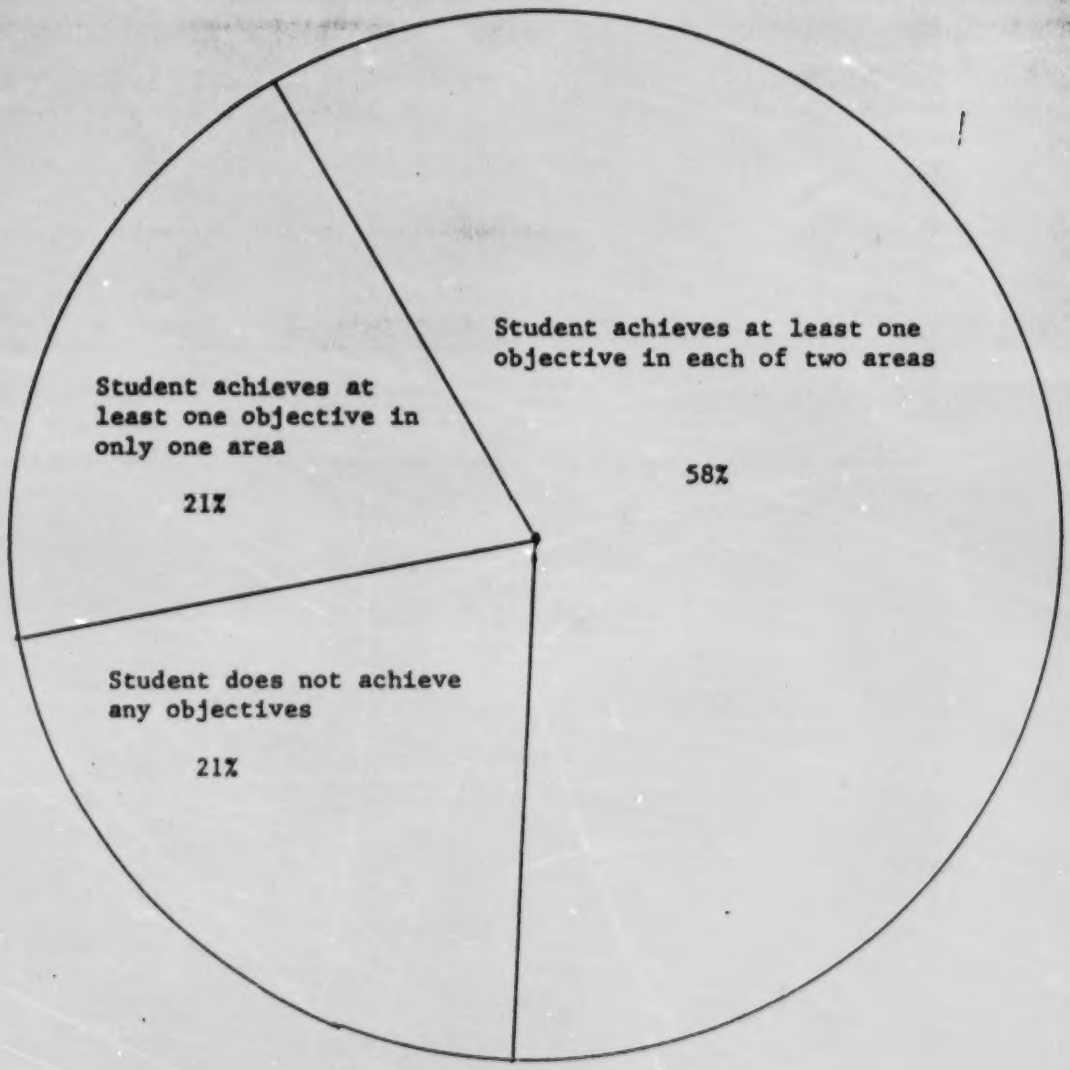
Student achieves at least one objective in each of two areas
58%
Student achieves at least one objective in only one area
21%
Student does not achieve any objectives
21%

Figure 10. Proportions of Student Objective Attainment

7. DEM output 7 (results). Consumer output via a telephone survey with summer 1981 trainees indicated that 7 of 14 (50%) had already provided inservice training and/or other types of service (e.g., community workshops or screenings) in their home or contiguous counties. An additional four of 14 (29%) indicated that they were planning to provide inservice training and/or other types of service in the future.

8. DEM output 8 (results). Data collected via a telephone survey indicated that 11 of 14 (79%) trainees had applied the NMSU inservice competencies in their own programs.

In summary, the stated criteria for four of eight outputs were obtained or surpassed relative to the recruitment, training, and follow-up with the second wave of trainees. It is important to note that stated criteria for output 4 was exceeded with 100% of the participants reaching instructional criteria. Although only four of eight outputs met the 80% criterion, one additional output approached criterion at the 79% level (output 8).

5.0 Discussion

This document has described the major steps involved in the delivery of campus-based inservice training to personnel involved in the education of handicapped infants, toddlers and preschoolers in predominantly rural New Mexico. Results to date were also presented according to DEM convention. Twenty-eight trainees representing 23 of New Mexico's 32 counties received five weeks of intensive didactic training and hands-on experience through the third year of the project and all agreed to provide follow-up inservice training in their home or contiguous counties upon request. Results to date indicate that the majority of trainees have provided this service and, in addition, have applied the new knowledge and skills in their own home programs.

Major problems encountered centered around a fixed budget (Office of Education policy) coupled with rising costs (e.g., wages; WATS line), lack of follow-up activities by some former trainees, and delays (e.g., in development of project materials) brought about by unforeseen circumstances which have conflicted with the Director's quarter-time project responsibilities.

Project "spin-offs" to date include the following:

1. Established working relationship with Albuquerque EC-H personnel preparation project serving Native American personnel (Southwestern Communications Systems Inc.).

2. Formal recognition of NMSU project as the outstanding training program in New Mexico by State Developmental Disabilities Council.

3. Working relationship with UNM's Project DEEP (see program in Appendix L which was co-sponsored with Project DEEP).

4. Positive recognition for project-generated materials library by visiting NCATE team (Fall, 1981).

5. Invitation to present project activities at International, regional, state and local conferences (e.g., New York, April, 1981; Lubbock, TX, April 1982; Houston, TX, April, 1982).

6. Materials requested and supplied for field-based training purposes (e.g., child-abuse conference in Raton, NM 1981; community screening effort in Deming, NM 1981).

7. Invitation to project director to serve on state planning task force for early childhood education of the handicapped.

8. Increased interest in careers in early childhood education of the handicapped expressed by NMSU preservice students exposed to project activities and materials collection.

9. Expressed interest in (a) annual New Mexico infant, toddler, and preschool handicapped conference and (b) formation of early childhood division of the Council for Exceptional Chidren by majority of project-sponsored regional conference participants (planning activities are currently underway in both areas).

10. New three-year project (1982--85) funded by the Office of Special Education relative to continued inservice training and materials collection for New Mexico personnel serving preschool-aged handicapped children. Project supported by Directors of State Division of Special Education, Director of Head Start, and Developmental Disabilities Council.

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The present report is submitted to the funding agency and the ERIC system with the hope that its contents will lead to successful replication efforts in other settings. It is anticipated that the experiences gained by the project staff during the life of the project reported in this document will greatly increase their ability to provide beneficial services throughout the life of the new three-year project.

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APPENDIX A

Sample Letter of Agreement to Provide Local Inservice Training

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SPECIALTIES
Box 3AC/Las Cruces, New Mexico 88003
Telephone (505) 646-2402, 646-2412

BEH Preschool Inservice
Training Project

NEW MEXICO STATE UNIVERSITY

MEMORANDUM

March 31, 1980

TO: Project Staff

FROM: Summer Trainee

I hereby agree to provide inservice training to agencies serving preschool-aged handicapped children within my county and in nearby counties should that service be requested after I complete my training in the summer 1980 program at NMSU in Las Cruces.

I understand that all financial (e.g., travel, honorarium, per diem) and other arrangements will be between the agency requesting such services and me and that the BEH project staff has no responsibilities regarding the inservice training other than distributing a roster of trainers/consultants on a statewide-basis.

Signature: [signature]

Date: June 5, 1980

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This Project is funded by the Personnel Preparation Division, Bureau of Education for the Handicapped, U.S. Office of Education

APPENDIX B

Excerpt from Student Competency Checklist

(Stile, 1978)

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STUDENT COMPETENCY CHECKLIST: HANDICAPPED PRESCHOOL EDUCATION PROGRAM (first draft)

Stephen W. Stile
College of Health Sciences

The University of Wyoming
May, 1976

©

Student

Project Coordinator

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TABLE OF CONTENTS

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1.0 The Development and Use of an Individualized Educational Plan (IEP). Includes competencies 1.1--1.18. 3

2.0 Planning the Curriculum for Preschool-Aged Handicapped Children .. 8
Includes competencies 2.1--2.7.

3.0 The Developmental Tasks Approach. 10
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4.0 Classroom/Instructional Management (Orchestration I, II, & III). . 12
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5.0 Behavior Management. 25
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6.0 Parent Participation/Non-Participation. 32
Includes competencies 6.1--6.2.5.

7.0 Instructional Materials. 36
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8.0 Miscellaneous. 39
Includes competencies 8.1--8.3.4.

Appendix A (Developmental Center Standards Board Competency List, Winter, 1977).

Appendix B (Competencies identified after completion of the first draft student competency list, March, 1978).

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Courses found in the second column of the checklist represent an attempt by the Project Coordinator to indicate where, in addition to his own courses (SP&A 705D, 706D, 707M and 703D), students may obtain competencies. It should be recognized that this list is incomplete and, for this reason, additional courses may be specified by students in the space marked "other."

The third column lists the mode of evaluation for the HPE sequence of courses only. No attempt has been made to identify this information for courses taught in the Department of Psychology, etc. Evaluation criteria (i.e., the audience, behavior and conditions of learning) are contained in the individual competency statements, while the degree of proficiency is provided by the instructor during class sessions and/or on individual assignment sheets and examinations.

The Checklist has the following four-fold purpose:

1. To serve as an information source for campus-based preservice and inservice students.

2. To serve as an information source for prospective employers.

3. To serve as a guide for course development/instruction.

4. To serve as a vehicle for program dissemination/recruitment.

Students may check off competencies at any time with prior approval of the HPE Program Coordinator. "Special Studies in Preschool Education of the Handicapped" (SP&A 600M) may be arranged relative to competencies not acquired in the HPE course sequence and/or coursework taken in other institutions, or departments at the University of Wyoming.

This project was supported by Federal Grant No. OEC-0-74-7542 from the Bureau of Education of the Handicapped, Division of Personnel Preparation, U. S. Office of Education. Appreciation is also extended to Georgia Mitchell, O. E. Project Secretary, for her fine suggestions, extreme patience and excellent work in helping prepare this document.

Stephen W. Stile, Ph.D.
Project Coordinator
May, 1978

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COMPETENCY(IES)	WHERE/HOW ACQUIRED YES/NO DATE	EVALUATION MODE (for Preschool Project Preservice Sequence/Inservice Training)
1.0 <u>The Development and Use of an Individualized Educational Plan (IEP)</u>. Includes: (a) use in conformance with P.L. 94-142, (b) assessment data in all relevant areas (e.g., educational[1], physical, consequation; medical, etc.), (c) annual goals and short term objectives, (d) appropriate pre-task, task and post-task components of instruction, (e) cross, multi and transdisciplinary services, and (f) evaluation procedures.		
1.1 The candidate will identify and describe the major provisions of P.L. 94-142 as they relate to preschool handicapped education.	SP&A 705D ___ ___ EDADM 625M ___ ___ EDEXC 700D ___ ___ Other_____ ___ ___	1.1 Objective-referenced test items evaluated by instructor
1.2 The candidate will define an individualized instructional program (IEP) and describe it (an IEP) in terms of its 13 major components.	SP&A 705D ___ ___ EDADM 625M ___ ___ EDEXC 700D ___ ___ Other_____ ___ ___	1.2 Objective-referenced test items evaluated by instructor
1.3 The candidate will identify and describe the major area of expertise in each of the following disciplines and explain briefly how each might provide information relevant to instructional programming:	SP&A 706D ___ ___ Other_____ ___ ___	1.3 Objective-referenced test items evaluated by instructor

[1] educational assessment data in six areas (self-help, social/emotional, fine motor-cognitive, gross motor, communication and pre-academic)

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COMPETENCY(IES)	WHERE/HOW ACQUIRED	YES/NO	DATE	EVALUATION MODE (for Preschool Project Preservice Sequence/Inservice Training)
psychology/psychometry, speech pathology, audiology, social work, occupational therapy, physical therapy, medicine, nursing.				
1.4 Given a list of eight areas of expertise, the candidate will describe how professionals could work together in cross, multi and trans-disciplinary modes to develop and carry out individualized instructional programs for preschool handicapped children (i.e., staffing).	SP&A 706D Other_____	___ ___	_____ _____	1.4 Objective-referenced test items evaluated by instructor
1.5 The candidate will identify and describe at least five naturalistic and/or controlled observation techniques and use these techniques to develop written reports of observational data for at least four preschool handicapped children.	SP&A 707M Other_____	___ ___	_____ _____	1.5 Objective-referenced test items/ written & oral report(s) evaluated by instructor
1.6 The candidate will differentiate among preschool "screening," "diagnostic," and "achievement" instruments.	SP&A 706D EDEXC 865D EDFND 706M PSYCH 640D PSYCH 641D PSYCH 642D Other_____	___ ___ ___ ___ ___ ___ ___	_____ _____ _____ _____ _____ _____ _____	1.6 Objective-referenced test item(s) evaluated by instructor

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COMPETENCY LIST FOR TEACHERS OF PRESCHOOL-AGED HANDICAPPED CHILDREN

COMPETENCY(IES)	WHERE/HOW ACQUIRED YES/NO DATE	EVALUATION MODE (for Preschool Project Preservice Sequence/Inservice Training)
1.7 The candidate, when given a list of preschool diagnostic (i.e., assessment) instruments used by professionals other than educators, will choose four and describe each (e.g., group vs. individual administration).	SP&A 706D EDEXC 865D EDFD 706M PSYCH 640D PSYCH 641D PSYCH 642D Other_____	1.7 Written/oral report(s) evaluated by instructor
1.8 The candidate, when given a list of preschool diagnostic instruments used by educators (i.e., teachers, aides, and/or volunteers including parents), will choose four and describe each.	SP&A 706D EDEXC 865D EDFD 706M PSYCH 640D PSYCH 641D PSYCH 642D Other_____	1.8 Written/oral report(s) evaluated by instructor
1.9 The candidate will identify and describe the components of a possible teacher-made informal assessment instrument/system.	SP&A 706D EDEXC 865D EDFD 706M PSYCH 640D PSYCH 641D PSYCH 642D Other_____	1.9 Written/oral report(s) evaluated by instructor.
1.10 Given the instructional manual for two standardized diagnostic instruments of the candidate's choice, he/she will administer the instruments correctly to a preschool handicapped child and interpret the results and their significance for educational programming.	SP&A 706D SP&A 708D EDEXC 706M EDFD 706M PSYCH 640D PSYCH 641D PSYCH 642D Other_____	1.10 Observation of administration; written/oral report(s) evaluated by instructor

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APPENDIX C

Sample Project Brochure

Preschool Education of the Handicapped
Box 3AC
New Mexico State University
Las Cruces, New Mexico 88003

Non-Profit Org
U.S. Postage
PAID
Las Cruces, New Mexico 88003
Permit No. 162

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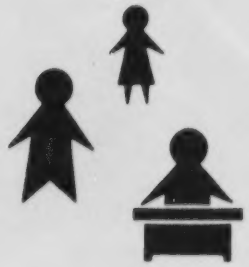
Traineeships in Preschool Education of the Handicapped



Offered by the Department of Educational Specialties College of Education New Mexico State University Las Cruces, New Mexico

Purpose: Teachers who have been trained to work with normal young children (early childhood certification) or with older handicapped children (special education certification) are often unprepared to assume the multiple responsibilities of the teacher of preschool handicapped children. The traineeships described below have the following twofold purpose: (a) to directly provide a set of validated competencies to a group selected from the target population of New Mexico's EC-H personnel and (b) prepare this cadre of professionals to provide services to other EC-H personnel beyond the life of the present project. These services would include the operation of field-based model classrooms and the delivery of inservice training workshops.

Staff: Training will be conducted as a cooperative effort by experienced EC-H teachers from New Mexico State University and the Open Door community-based preschool program which serves as a regional replication site for the University of Illinois' Precise Early Education for Children with Handicaps (PEECH) and the University of Wyoming's Infant Stimulation Program (WISP). The training program will be under the direction of Dr. Stephen W. Stile, whose experience includes successful operation of a similar program at the University of Wyoming.

Curriculum: Competency-based training will be provided within seven broad areas. The areas are consistent with recent federal mandates, New Mexico State Rules and Regulations for Special Education, and recent research data regarding effective programs for young handicapped children:

1. Development and use of an individualized educational program (IEP).
2. The developmental tasks approach.
3. Curriculum planning.
4. Classroom/instructional management systems.
5. Application of operant behaviorism.
6. Use of EC-H instructional materials.

7. Miscellaneous background information to include the relevancy of school-specific language labels, behaviors, customs and traditions, child-abuse reporting procedures, models for parent participation and identification/screening of "high risk" children.

Eligibility Criteria: Enrollment priorities will be given to those individuals able to demonstrate/verify:

1. Need for EC-H inservice training.
2. Acceptance as graduate student in the Special Education Area, Dept. of Educational Specialties, College of Education, New Mexico State University. Application forms are available from the Dean of the Graduate School, NMSU, Las Cruces, NM 88003. Acceptance by the College of Education does not necessarily insure acceptance into the preschool training program.
3. Current employment in a New Mexico preschool program serving handicapped children.
4. Willingness to participate in follow-up "directed study" and join a cadre of field-based leadership personnel.

Limited facilities makes selection competitive.
NMSU is an Equal Opportunity Institution.

Personalized Program of Study: Subsequent to selection, the project staff will assess instructional needs of trainees. This needs assessment will employ the *Student Competency Checklist* developed by Stile (1978). Personalized contracts will then be developed to facilitate implementation of competencies in the field. Thus, students will be given the opportunity to employ newly developed skills in their home programs on a "directed study" basis during the academic year.

Credit: Students may apply the 9 hours of graduate credit earned towards a MA Degree in Early Childhood Special Education. Continuing Education Units (CEUs) would constitute another option open to students.

Location and Dates for Summer Training: Training will take place during a five-week period between July 6 and Aug. 14, 1981, in O'Donnell Hall, NMSU. Trainees will attend classes and receive "hands-on experience with preschool-aged handicapped children throughout the training program.

Costs to Trainees: Traineeships shall cover the cost of summer school in-state tuition ($96.00) and a $75 per week stipend (total $375). Trainees will be expected to make all arrangements for local housing and to absorb the costs of transportation, required texts and materials, follow-up directed study and CEUs.

Traineeships are contingent upon continuation of BEH funding.

Project Funding and Support: The project/training program is funded through the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education. (DPP/BEH/USOE). The project/training program is recognized and supported by the New Mexico Division of Special Education, Santa Fe.

Place in a return envelope and send to Jerry McDowell, Project Coordinator, Preschool Education of the Handicapped, Box 3AC, New Mexico State University, Las Cruces, NM 88003

Name _____ Telephone _____

Street _____

City _____ State _____ Zip _____

I am interested in receiving more information about the traineeships in Preschool Education of the Handicapped.

APPENDIX D

Sample News Release

El Paso Times, July 17, 1981

Program

(Continued from Page 1B)

the university for 11 months out of the year, something Glen Grussaute, the center's director, said is invaluable to handicapped children in the area.

"The university provides us with classrooms," Grussaute said. "They also provide us with practicum students to work with the children, sometimes at a ratio as low as 2-1 (children to student teachers). We rate as one of the top systems in the United States, and it's a combination of our staff, which is very capable, and the incalculable resources of the university."

A low student-teacher ratio is important, Ms. Gurrola said, because some of the children do not have a long attention span and must be encouraged to keep their minds on the subject at hand.

But it is not all reading, writing and arithmetic at the program. The children are led in sing-alongs and play "Hokey Pokey" and other activities that are fun but teach lessons.

Ms. Gurrola has one such game where she uses a hand puppet to encourage children to recognize geometric shapes.

"Can you give me the circle?" she asked one child. The child picked up a black paper circle and handed it to her. "Very good," she said encouragingly.

Stile said the biggest part of the program is that it fills a need not often addressed by regular schools.

"There are schools for early education," he said. "And there are schools for special education. We're creating a hybrid, teaching early special education."

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BRYAN CAVE

El Paso Times, July 17, 1981

NMSU summer school benefits both teachers and handicapped kids

By DOUG DesGEORGES
Times staff writer

LAS CRUCES — Two kinds of students are in New Mexico State University's program to train handicapped children and prepare them for public school.

There are the children themselves, children who are not able to attend public school without some help. And there are the students who are learning how to teach those students once they get to public school.

All the student teachers are teaching at schools throughout New Mexico except for one, a 26-year veteran of kindergarten teaching from Myrtle Point, Ore.

The children benefit from the program because they can receive individual attention from the teachers, Martha Gurrola said. The children usually spend their classroom time at the Open Door Center, a school for handicapped children in Las Cruces, but she said the children do not receive individual attention most of them need.

Ms. Gurrola teaches the teachers as well as the children. She said the five-week course, which carries six hours credit at NMSU, trains teachers to help handicapped children at their schools. It also trains teachers to teach what they have learned to others, thus spreading the program statewide.

"Most of the teachers don't have any experience in early special education," she said. "We teach them to work with the children individually. They also become able to write individual programs for children."

Each child in the program has his or her own special learning program, Ms. Gurrola said. She said the programs are designed to help children in areas where they are not as good as they should be, while taking care to keep up morale by spending time at things they are good at.

"There's a boy who can't speak," she said. "All he can do is make noises. We try to help him make new noises. But he is good with motor skills. So we reinforce him by allowing him to use those skills while trying to help him speak."

At least three of the children in the program will be going to public school this fall. But Ms. Gurrola said that is because those children had reached the age they are legally required to go to school, not necessarily because they are ready for school.

"Unfortunately, we have a waiting list" of children for the program, she said. "So we can't keep them even if we wanted to."

The waiting list is something the program has no control over, Steve Stile, director of the program, said.

"The number of children is limited by the fire marshal," he said.

He said the university has provided the special education department with rooms to handle not only this program, but also for regular classes in special education each semester.

The number of teachers is limited by the amount of money the program has, Stile said. He said the program — now in its third year — had hoped to have teachers from each county in New Mexico attend the program, but said the budget would allow only 28 teachers to attend, 14 last year and 14 this year.

"The teachers are expected to train others," he said. "The program pays them $75 a week (for the five-week course) and their tuition."

The program is only part of the Open Door Center's relationship with NMSU. The center also works with

(Please see Program, Page 4B)

—(Times staff photo by Doug DesGeorges)

STUDENT FATIMA VIGIL PLAYS UNDER A WATCHFUL EYE ... Children and their teachers are learning through program

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COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SPECIALTIES
Box 3AC/Las Cruces, New Mexico 88003
Telephone (505) 646-2402, 646-2412

PARTICIPATE—Preschool age children from the Las Cruces area are participants in a New Mexico State University training program this summer for teachers who work with young handicapped children. Three-year-old Dennis Huson, son of Mr. and Mrs. Dennis Huson, 1230 La Fonda, works on "gross motor skills" in head and neck exercises with trainee Betty Higgins of Lordsburg. Fourteen New Mexico educators are involved in the competency based training program funded through the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education. NMSU personnel under project director Steve Stile, are cooperating with personnel from Las Cruces Public Schools and Open Door Center, which is a regional replication site for the University of Illinois' Precise Early Education for Children with Handicaps (PEECH) and the University of Wyoming's Infant Stimulation Program.

/ (Anne Hutchins Photo)

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APPENDIX E

Short-Form Needs Assessment Instrument

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NEEDS ASSESSMENT FORM:
PRESCHOOL HANDICAPPED TRAINING PROJECT
New Mexico State University
Summer 1981

1.0 Please rank (on a scale of 1-7) the following seven areas of training in terms of your perceived need at this point in time:

_____ 1.1 Development of Individualized Educational Plans (IEP's)

_____ 1.2 Development tasks approach.

_____ 1.3 Curriculum planning.

_____ 1.4 Classroom/instructional management systems.

_____ 1.5 Application of operant behaviorism.

_____ 1.6 Use of EC-H instructional materials.

_____ 1.7 Miscellaneous background information to include the relevancy of school-specific language labels, behaviors, customs and traditions, child-abuse reporting procedures, models for parent participation and identification/ screening of "high risk" children.

2.0 Please indicate subareas that you feel need to be addressed under the first six areas of training (use back of sheet if necessary):

AREA	
1. Development and use of an individualized education program (IEP).	1.1 _____
	1.2 _____

2. Developmental tasks approach.

2.1

2.2

3. Curriculum planning.

3.1

3.2

4. Classroom/instructional management systems.

4.1

4.2

5. Application of operant behaviorism.

5.1

5.2

6. Use of EC-H instructional materials

6.1

6.2

3.0 Please indicate additional subareas under "Other miscellaneous" (1.7) that you feel need to be included in the summer training program:

3.1

3.2

3.3

3.4

3.5

3.6

3.7

3.8

3.9

APPENDIX F

Excerpt from NMSU 1981-1982
Graduate Bulletin

EMD 670. Internship 1-6 cr.
For those pursuing an advanced degree to meet the field work requirement. To bear an appropriate subtitle. Graded S/U.

EMD 681. Administrative Theory 3 cr.
Organizational and administrative theories for application to the school.

EMD 688. Survey Sampling Procedures 3 cr.
Construction, analysis, and interpretation of surveys in education including sampling and methodology.

EMD 689. Evaluation Design in Education 3 cr.
Evaluation and accountability models; application to educational programs.

EMD 690. Educational Planning and Management 3 cr.
Planning, analysis, and development models for the management of educational systems.

EMD 693. Educational Experimentation 3 cr.
Identifying basic and applied research problems, project design and methodology. Same as BIL, C EP, ECED, EDUC, RDG, SPED 693.

EMD 698. Selected Topics 1-6 cr.
Offered under various subtitles which indicate the subject matter covered. May be taken for a maximum of 6 credits in any one semester and a grand total of 6 credits.

EMD 699. Research Project var. cr.

EMD 700. Doctoral Dissertation var. cr.

EDUCATIONAL SPECIALTIES

S. Wooden, department head, Ed.D. (New Mexico State)—reading, elementary education; R. Barrera, Ph.D.(Texas at Austin)—reading, bilingual education; D. Byrnes, Ph.D. (Arizona State)—early childhood, human development; J. Cole, Ph.D. (Utah State)—special education; D.G. Ferguson, Ed.D. (Denver)—elementary education and curriculum; R. Gallegos, Ph.D. (New Mexico)—reading, bilingual education; G. Giordano, Ph.D. (Ohio State)—reading; M. Kitano, Ph.D. (California at Los Angeles)—early childhood and special education; S. Scarpati, Ed.D. (Northern Colorado)—special education; S. Stile, Ph.D. (Utah State)—special education; L. Williamson, Ed.D. (New Mexico)—reading, educational linguistics

The graduate curricula of the Department of Educational Specialties are designed to develop specific expertise for students seeking graduate degrees. Individual attention is given to the goals and aspirations of each student. The learning opportunities are best described as being field-oriented with emphasis on inquiry and problem solving to provide maximum flexibility in meeting individual needs. The Dove Learning Center, an integral part of the department, permits students to participate in appropriate activities to gain first-hand experience in aspects of the learning-teaching process.

The department offers four graduate areas of concentration:

1. Bilingual Education
2. Early Childhood Education
3. Reading
4. Special Education

By a department specialization in one of the above areas, students may earn the following degrees:

Master of Arts in Education (M.A.)
Specialist in Education (Ed.S.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

The details of subject matter requirements for an individual enrolled in any of the above degree programs are supplied by an adviser from the appropriate field. Each individual program is developed by the student and his or her adviser in order to meet the student's needs and the requirements of the department, college, and Graduate School. Inter-area specialization programs (e.g. early childhood-reading; bilingual-special education) are encouraged.

The Doctor of Education (Ed.D.) programs are designed to provide advanced professional training and to develop further ability in the scholarly study of professional problems. These programs are intended primarily for students pursuing careers which emphasize teaching, administration, and school services.

The Doctor of Philosophy (Ph.D.) program has a theoretical and experimental orientation requiring the student to demonstrate competency with two of the following research tools: (1) advanced statistics, (2) computer language, (3) foreign language.

The residence requirements for both the Ed.D. and Ph.D. are described in the section "Requirements for Higher Degrees." Three years' teaching experience, or the equivalent, is required for admission to doctoral programs. Applicants for the Ed.S. degree must have at least one year of successful teaching experience prior to receiving the degree.

Psychometric scores are required as follows: Master of Arts and Educational Specialist-Miller Analogies Test or Graduate Record Examination (aptitude); Doctor of Education and Doctor of Philosophy-Miller Analogies Test and Graduate Record Examination (aptitude).

Further degree requirements are listed under "Requirements for Higher Degrees" in this bulletin. For detailed information on programs and stipends, write the Department of Educational Specialties, NMSU, Box 3AC, Las Cruces, New Mexico 88003.

BILINGUAL EDUCATION

BIL 460. Selected Topics in Bilingual Education II 1-6 cr.
Various topics on current requests and needs in bilingual education. Maximum of 6 credits in the course.

BIL 470. Directed Study in Bilingual Education II 1-6 cr.
Independent research topics in bilingual education based on particular individual interest or needs.

BIL 480. Topics 3 cr.
Offered under various subtitles which indicate the subject matters to be covered. May be repeated 3 times for a maximum of 9 credits.

BIL 495. Directed Study Course in Bilingual Education 1-3 cr.
Each course will be identified by a qualifying subtitle. Maximum of 9 credits in the course.

BIL 495H. Directed Study Courses in Bilingual Education 1-3 cr.
Designed for students in the honors program. Each course will be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 6 credits.

BIL 501. Special Topics 1-6 cr.
Offered under various subtitles which indicate the subject matter to be covered.

BIL 502. Special Topics in Bilingual Education 1-6 cr.
Offered under various subtitles which indicate the subject matter to be covered.

BIL 503. Contemporary Developments 1-6 cr.
Offered under various subtitles which indicate the subject matter to be covered.

BIL 505. The Bilingual Preschool Child 3 cr.
Principles of multicultural education applied to preschool and primary levels. Focus on issues, methods, and materials.

BIL 513. Current Research in Specialized Education Areas 3 cr.
Same as ECED 513, RDG 513, and SPED 513.

BIL 519. Advanced Teaching the Culturally Different 3 cr.
Same as C EP, ECED, EDUC, EMD, RDG, and SPED.

BIL 693. Educational Experimentation 3 cr.
Same as C EP, ECED, EDUC, EMD, RDG, SPED 693.

BIL 698. Research in Bilingual Education 1-6 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 6 credits in any one semester and a grand total of 6 credits.

BIL 699. Research Project var. cr.
Offered primarily for those pursuing the research requirements for the Ed.S. degree. Course may be repeated up to a maximum allowed for this degree. Each research project will be designated by a qualifying subtitle.

EARLY CHILDHOOD EDUCATION

ECED 453. Individual Differences in Language Development 3 cr.
Language development: strategies for facilitating oral and written expression in normal and exceptional children. Same as SPED 453.

ECED 454. Learning Environments: Home and School 3 cr.
Strategies for organizing learning environments. Includes techniques for identifying learning problems, facilitating play, managing behavior, and working with parents and the community. Prerequisite: ECED 350 or consent of instructor.

ECED 459. Methods in Behavior Management 3 cr.
Strategies for managing the behavior of young children. Same as SPED 459.

ECED 479. Curriculum in Early Childhood Education 3 cr.
Development and implementation of curriculum and materials for teaching young children.

ECED 480. Practicum in Early Childhood Education 3 cr.
Supervised experience in early childhood education settings. Prerequisites: ECED 351 and ECED 453, or consent of instructor.

ECED 484. The Arts in Early Childhood Education 3 cr.
The role of the arts, music, art, rhythm, dramatic play, and creative language, in the school and out-of-school experiences of younger children.

ECED 489. Topics 1-3 cr.
Offered under various subtitles which indicate the subject matter to be covered. May be repeated three times for a maximum of 9 credits.

ECED 495. Directed Study Courses in Education 1-3 cr.
Each course will be identified by a qualifying subtitle. Maximum of 9 credits.

ECED 495H. Directed Study Courses in Early Childhood Education 1-3 cr.
Designed for students in the honors program. Each course will be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 6 credits.

ECED 501. Special Topics 1-3 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any one semester and a grand total of 6 credits.

ECED 502. Special Problems 1-3 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any one semester and a grand total of 6 credits.

ECED 503. Contemporary Developments 1-3 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any one semester and a grand total of 6 credits.

ECED 505. The Bilingual Preschool Child 3 cr.
Same as BIL 505.

ECED 508. Teaching Beginning Reading 3 cr.
Same as RDG 508.

ECED 510. Issues in Early Childhood Education 3 cr.
Examines current trends and problems through readings of theoretical, empirical, and applied literature.

ECED 511. Heuristic Education 3 cr.
Theory, methods, materials, and program development for heuristic education including learning through play, problem solving, and inquiry. One hour of lecture/discussion, two hours laboratory/field experience per week.

ECED 513. Current Research in Specialized Educational Areas 3 cr.
Same as BIL 513, RDG 513, and SPED 513.

ECED 515. Working with Parents of Young Children 3 cr.
Techniques for setting up home and classroom visitations, communicating with parents, and establishing special programs.

ECED 520. Seminar on Cognitive and Social Development 3 cr.
In-depth study of developmental theories: Piaget, Kohlberg, Bruner, Erikson, and others. Implications for development of preschool programs and teaching techniques.

ECED 537. Independent Readings in Early Childhood Education 1-3 cr.
Each course shall be identified by a qualifying subtitle. A maximum of 3 credits in any semester and a grand total of 6 credits.

ECED 550. Early Childhood Special Education 3 cr.
Same as SPED 550.

ECED 580. Field Experience in Early Childhood Education 3 cr.
Supervised experience individually designed to accommodate both practicing classroom teachers and nonteaching graduate students.

ECED 598. Special Research Programs 1-6 cr.
Individual investigation either analytical or experimental. May be repeated for a maximum of 9 credits.

ECED 599. Master's Thesis var. cr.

ECED 600. Doctoral Research var. cr.

ECED 605. Independent Study Topics in Early Childhood Education 1-6 cr.
Each course to bear an appropriate subtitle.

ECED 607. Interdisciplinary Doctoral Seminar 3 cr.
Same as BIL, C EP, EDUC, EMD, RDG, SPED 607.

ECED 640. Internship in Early Childhood Education 1-6 cr.
For those pursuing an advanced degree to meet the requirement for field work. Each course to bear an appropriate subtitle.

ECED 685. Practicum 2-6 cr.
Field inquiries and experiences designed to prepare the doctoral student for assuming responsibilities in the areas of curriculum and instruction.

ECED 693. Educational Experimentation 3 cr.
Same as BIL, C EP, EDUC, EMD, RDG, SPED 693.

ECED 698. Selected Topics in Early Childhood Education 1-6 cr.
Offered under various subtitles which indicate the subject matter.

ECED 699. Research Project var. cr.
Offered primarily for those pursuing the research requirements for the Ed.S. degree. Course may be repeated up to a maximum allowed for this degree. Each research project will be designated by a qualifying subtitle.

READING

RDG 471. Corrective Reading in the Classroom 3 cr.
Emphasizes diagnosis and remediation of problems in reading in the classroom. Includes study of school screening procedures, procedures for determining the reading needs of pupils, and techniques of small group work. Prerequisite: RDG 350, RDG 355, RDG 356 or consent of instructor.

RDG 489. Topics 3 cr.
Offered under various subtitles which indicate the subject matters to be covered. May be repeated three times for a maximum of 9 credits.

RDG 495. Directed Study Course in Reading 1-3 cr.
Only topics in reading will be covered. Each course will be identified by a qualifying subtitle. Maximum of 9 credits.

RDG 495H. Directed Study Courses in Reading 1-3 cr.
Designed for students in the honors program. Each course will be identified by a qualifying subtitle. A maximum of 3 credits in any semester and a grand total of 6 credits.

RDG 501. Special Topics 1-3 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any semester and a grand total of 6 credits.

RDG 502. Special Problems 1-3 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any semester and a grand total of 6 credits.

RDG 503. Contemporary Development 1-3 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any semester and a grand total of 6 credits.

RDG 508. Teaching Beginning Reading 3 cr.
Theory, research, and practice concerning reading instruction at the preschool and primary levels. Same as ECED 508.

RDG 509. Reading for the Exceptional Student 3 cr.
Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Same as SPED 509.

RDG 510. Issues and Problems in Reading 3 cr.
Principles, practices and instructional materials related to sequential development of reading skills from kindergarten through adulthood.

RDG 511. Diagnosis and Prescription in Reading Instruction 3 cr.
Theoretical and practical aspects of using formal and informal diagnostic procedures: selecting appropriate test batteries; prescribing instructional techniques and materials based upon individual diagnosis.

RDG 513. Current Research in Specialized Educational Areas 3 cr.
Current investigations and research techniques. Same as BIL 513, ECED 513, SPED 513.

RDG 514. Critical Reading in the Secondary School/Content Areas 3 cr.
Alternative materials and lessons for teaching critical reading to adolescents. Emphasizes reading in the content fields.

RDG 520. Reading Strategies and Language Acquisition 3 cr.
Teaching reading based upon language principles.

RDG 530. Psychology of Reading 3 cr.
Evaluates current programs and materials in the light of learning theory and research of the nature of the reading process.

RDG 536. Special Studies in Teaching Reading 1-6 cr.
Each study will be designated by a qualifying subtitle. Prerequisite: RDG 355 and RDG 455 or consent of instructor.

RDG 537. Independent Readings in Reading Education 1-3 cr.
Each course shall be identified by a qualifying subtitle. A maximum of 3 credits in any semester and a grand total of 6 credits.

RDG 571. Advanced Corrective Reading 3 cr.
Techniques and materials; assessment and design of instructional strategies for students with problems in reading.

RDG 585. Practicum in Reading 3-6 cr.
Supervised laboratory experience with children with reading difficulties. The student implements a program of specific procedures to aid the disabled reader. Prerequisite: RDG 511.

RDG 598. Special Research Programs 1-6 cr.
Individual investigation either analytical or experimental. May be repeated for a maximum of 9 credits.

RDG 599. Master's Thesis var. cr.

RDG 600. Doctoral Research var. cr.

RDG 605. Independent Study Topics in Reading 1-6 cr.

RDG 607. Interdisciplinary Doctoral Seminar 3 cr.
Same as BIL, C EP, ECED, EDUC, EMD, SPED 607.

RDG 640. Internship in Teaching Reading 1-6 cr.
Each course should bear a qualifying subtitle. Maximum of 6 credits in any semester and a maximum of 6 credits.

RDG 650. Seminar 1-6 cr.
Each course will bear a qualifying subtitle indicating course content. Reserved for educational specialist and doctoral-level students. A maximum of 6 credits in any semester and a grand total of 9 credits.

RDG 685. Practicum 2-6 cr.
Provision for field inquiries and experiences, designed to prepare the doctoral student for assuming responsibilities in the areas of curriculum and instruction.

RDG 693. Educational Experimentation 3 cr.
Same as BIL, C EP, ECED, EDUC, EMD, SPED 693.

RDG 698. Selected Topics 1-6 cr.
Offered under various subtitles which indicate the subject matter.

RDG 699. Research Project var. cr.
Offered primarily for those pursuing the research requirements for the Ed.S. degree. Course may be repeated up to a maximum allowed for this degree. Each research project will be designated by a qualifying subtitle.

SPECIAL EDUCATION

SPED 450. Education of Exceptional Children 3 cr.
A beginning course in regular and special classrooms, hospitals, and residential schools. Attention is given to characteristics, identification, and educational needs of the various groups of children: impaired physically, mentally retarded, gifted, etc. Designed for general and special educators, nurses, counselors, and related professional personnel.

SPED 451. Curriculum for Special Education 3 cr.
Development of educational programs for individuals or groups in classroom or residential settings. Prerequisite: SPED 450 or consent of instructor.

SPED 452. Methods and Materials for Special Education 3 cr.
Procedures, accepted practices, selection of materials for effective teaching of special education classes. Prerequisite: SPED 450 or consent of instructor.

SPED 453. Individual Differences in Language Development 3 cr.
Same as ECED 453.

SPED 458. Mental Retardation: An Introduction 3 cr.
Dealing with history, philosophy, goals and objectives, classification and characteristics of mental retardation. Prerequisite: SPED 450 or consent of instructor.

SPED 459. Methods in Behavior Management for Special Education 3 cr.
Behavior-change strategies for exceptional children. Prerequisite: SPED 450 or consent of instructor.

SPED 463. Assessment of Exceptional Children 3 cr.
Theory and use of norm-and criterion-referenced instruments in the classroom; planning of prescriptive instructional programs. Prerequisite: SPED 450 or consent of instructor.

SPED 466. The Learning Disabled Child 3 cr.
Current definitions, conceptualizations, and techniques. Prerequisite: SPED 450 or consent of instructor.

SPED 481. Practicum in Special Education 3-9 cr.
Supervised experience in special education settings. One semester (3 credits) required. Prerequisite: SPED 450 or consent of instructor.

SPED 482. Student Teaching in Special Education 3-9 cr.
Full-time student teaching in a special education classroom.

SPED 489. Topics 3 cr.
Offered under various subtitles which indicate the subject matter to be covered. May be repeated three times for a maximum of 9 credits.

SPED 495. Directed Study Courses in Special Education 1-3 cr.
Each course shall be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 9 credits.

SPED 495H. Directed Study Courses in Special Education 1-3 cr.
Designed for students in the honors program. Each course will be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 6 credits.

SPED 501. Topics in Special Education 1-3 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any one semester and a grand total of 6 credits.

SPED 502. Problems 1-3 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any one semester and a grand total of 6 credits.

SPED 503. Contemporary Development 1-3 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any one semester and a grand total of 6 credits.

SPED 505. Advanced Assessment of Exceptional Children 3 cr.
Advanced theory and use of norm and criterion-referenced instruments in the classroom; planning of prescriptive educational programs. Prerequisite: SPED 463 or consent of instructor.

SPED 509. Reading for the Exceptional Student 3 cr.
Same as RDG 509.

SPED 510. Current Issues in Special Education 3 cr.
Theoretical and empirical bases for special education practices. Skill development in critical thinking, reading, and writing in relation to contemporary problems.

SPED 513. Current Research in Specialized Educational Areas 3 cr.
Same as BIL 513, ECED 513, RDG 513.

SPED 515. Working with Parents of Exceptional Children 3 cr.
Methods and techniques for educators and other professionals in parent-professional relationships.

SPED 520. Teaching Gifted and Talented Children 3 cr.
Identification procedures, instructional methods, and model programs for the special and regular classroom teacher.

SPED 521. Programs in Special Education 3 cr.
Federal and state legislation affecting special education; includes principles, policies, and programs relating to state and local responsibilities.

SPED 522. Curriculum and Methods for Teaching Severely Handicapped 3 cr.
Setting up instructional program and presenting current design and practices in educating the severely handicapped child.

SPED 523. Advanced Curriculum for Exceptional Children 1-3 cr.
Offered with subtitles such as Learning Disabled, Mentally Handicapped, Emotionally Disturbed. Prerequisite: SPED 450 and SPED 458 or consent of instructor. Maximum of 9 credits.

SPED 525. Applied Behavioral Analysis 3 cr.
Application of principles of operant conditioning and contingency management with exceptional children in educational settings. Prerequisites: SPED 450 and C ;P 508.

SPED 531. Special Education Administration 3 cr.

SPED 537. Independent Readings in Special Education 1-3 cr.
Each course shall be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 6 credits.

SPED 548. Field Experience in Special Education 1-3 cr.
Supervised experience for the advanced student. Designed to individually accommodate both practicing classroom teachers and nonteaching graduate students. A maximum of 6 credits.

SPED 550. Early Childhood Special Education 3 cr.
Issues and methods concerning early identification, infant stimulation, preschool programs, and parent involvement. Same as ECED 550.

SPED 566. Instructional Programs for the Learning Disabled 3 cr.
Theory, design, and implementation of program models.

SPED 598. Special Research Problems 1-3 cr.
Individual investigation either analytical or experimental. Maximum of 3 credits per semester and a grand total of 6 credits.

SPED 599. Master's Thesis var. cr.

SPED 600. Doctoral Research var. cr.

SPED 605. Independent Study Topics in Special Education 1-6 cr.
A problem and seminar course for those pursuing an advanced graduate degree. Each course to bear an appropriate subtitle.

SPED 607. Interdisciplinary Doctoral Seminar 3 cr.
Same as BIL, C EP, ECED, EDUC, EMD, RDG 607.

SPED 640. Internship in Special Education 1-6 cr.
Each course should bear a qualifying subtitle. Maximum of 6 credits in any one semester.

SPED 693. Educational Experimentation 3 cr.
Same as BIL, C EP, ECED, EDUC, EMD, RDG 693.

SPED 698. Selected Topics in Special Education 1-6 cr.
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 6 credits in any one semester and a grand total of 6 credits.

SPED 699. Research Project in Special Education var. cr.
Offered primarily for those pursuing the research requirements for the Ed.S. degree. Course may be repeated up to a maximum allowed for this degree. Each research project will be designated by a qualifying subtitle.

ELECTRICAL AND COMPUTER ENGINEERING

F.F. Carden, department head, Ph.D. (Oklahoma State)—communication theory and systems; J. Wirt Atmar, Ph.D. (New Mexico State) -- bio-electronics; R.J. Black, Engineer, (Stanford)—electronics; K.R. Carver, Ph.D. (Ohio State)—antennas; G.M. Flachs, Ph.D. (Michigan State)—computer systems; R.L. Golden, Ph.D. (California-Berkeley)—computers, electromagnetics; G. Hancock, Ph.D. (Arkansas)—remote sensing; M. Hankamer, Ph.D. (New Mexico State)—communication-coding; W.H. Kersting, M.S. (Illinois Institute of Technology)—power systems; G.W. Lucky Ph.D. (Oklahoma State)—circuit theory; L.C. Ludeman, Ph.D. (Arizona State)—communication theory and systems; M.D. Merrill, Ph.D. (Utah)—control systems; S. Ranade, Ph.D. (Florida)—power systems and machinery; S.A. Schleusener, Ph.D. (Iowa State) - electro-optics-lasers; H. Smolleck, Ph.D. (Texas at Arlington)—power systems; J.E. Steelman, Ph.D. (New Mexico)—circuit theory and systems; J.M. Taylor, Ph.D. (Wyoming)—computer systems; W.E. Thompson, Ph.D. (Michigan State)—system theory*

**Registered Professional Engineer*

The Department of Electrical and Computer Engineering offers graduate work leading to the Master of Science and the Doctor of Philosophy degrees.

APPENDIX G

Excerpt from 1981 Course Syllabus

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DATE	TOPIC(S)	CONTENT	GUESTS/MEDIA/TEXT
6/27	Child Abuse & Neglect	Legal & ethical responsibilities Identification Reporting	Filmstrip-sound presentation: What the Educator Sees Handouts Transparencies
6/30	Classroom Management	Direct instruction (review) Quality control in special education (e.g., DASIE) Frederick's Clipboard System Merle Karnes' point of view/ the transdisciplinary approach (review)	Handouts Transparencies
7/1	Program Management	Program Management: Theoretical and practical consideration	Dr. Tim Pettibone, Professor, Department of Management & Developme
7/2	Spatial & temporal considerations	Facilities & equipment Scheduling State standards	Handouts Transparencies
7/3	Hurray! Last day	Posttest Other evaluation Announce group competencies for check off purposes	Handouts

APPENDIX H

Secretary I and Graduate
Assistant Salary Schedule

POSITION(S) ANNOUNCEMENT

New Mexico State University
P.O. Box 5273
Las Cruces, New Mexico 88003

APPLY AT PERSONNEL DEPARTMENT, HADLEY HALL, LOWER LEVEL
(Stated salaries may be higher if NMSU employee is involved in a promotion)

August 22, 1979 79/80-067

SECRETARY I (½ Time)

Educational Specialties

DEADLINE FOR APPLICATIONS		8/28/79
HALFTIME		ASAP
SALARY	Grade 3	$276.50/mo.

QUALIFICATIONS

TYPING: 50 wpm. High school graduation or GED certificate. One (1) year of typing and general clerical experience or any equivalent combination of education and experience. Prefer Spanish fluency and knowledge of N.M.S.U. procedures.

EXAMPLE OF DUTIES

Types and edits proposals and final reports; arranges appointments and schedules travel; composes routine correspondence and answers routine inquiries and questions; establishes and maintains files; performs primary screening of callers and visitors; maintains and prepares bookkeeping and other records; makes arrangements for workshop/conference facilities; helps coordinate/distribute/process project information and applications; reads and routes incoming mail; may take and transcribe dictation; operates WATS line; performs related work as assigned by Project Director/Coordinator.

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NEW MEXICO STATE UNIVERSITY
IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Information contained in written applications for this position will be used in response to

NMSU-80-20-093

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GRADUATE SCHOOL

Box 30/Las Cruces, New Mexico 88003
Telephone (505) 646-2736

April 4, 1979

MEMORANDUM

TO: Distribution Lists A, B, C, and D

FROM: William H. Matchett, Dean

SUBJECT: Stipends for Graduate Assistants and Hourly Wages for Student Employees, 1979-80

There has been an increase in the stipends for graduate assistants for the 1979-80 academic year. The new stipends are as follows:

	Nine Months			Summer 1980	11 mos./12 checks	
Level	100%	50%	Monthly	6 wks.	11 Mos.	Monthly
I	$4300	$2150	$477	$716	$5247	$437
II	4400	2200	488	733	5363	447
III	4500	2250	500	750	5500	458

The routine hourly pay rates for graduate students being employed on student payroll (Form 201) are as follows (see ADC Minutes of September 13, 1977):

Level	Maximum Hourly Rate
I	$4.51
II	4.64
III	4.76

All graduate assistants will pay their own tuition. Graduate assistants employed at least half-time (ten hours per week) will be classified as residents for tuition purposes during their first year at NMSU. If New Mexico resident status has not been established by the time of any reappointment, the graduate assistant will be subject to non-resident tuition rates.

All hourly employees pay their own in-state or out-of-state tuition based on their residency status at the time of registration. See pages 120-121 of the Academic Policies and Procedures Manual for regulations governing student hourly employees.

WHM:kw

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gineering, mechanical engineering, mathematical sciences, physics, and psychology.

Assistantships

The assistantship, designed in the nature of an internship, is a learning experience facilitating the completion of degree requirements. It helps the student to acquire practical and professional experience related to a degree program and to prepare for a professional career.

Graduate assistantships in teaching and research are available to selected students in those fields in which graduate degrees are offered, as well as in some other offices of the university. Students interested in the latter may inquire at the Graduate School. Eligibility for graduate assistantships include (a) acceptance by or registration in the Graduate School, (b) classification as a "regular" graduate student (or GRE aptitude scores above a point to be designated by the graduate dean), and (c) a continuing 3.0 grade-point average in all graduate work.

Generally, a foreign student is not eligible for an assistantship during the first year of graduate work on campus.

The duties involved normally require about 20 hours per week of the student's time. By accepting an assistantship, the student is obligated to enroll for, and maintain enrollment in a minimum of 9 credits of graduate work per semester, unless prior approval of the dean of the Graduate School is secured. An assistant may not enroll for more than 10 credits (12 with overload permit) for any one semester. During six-week summer sessions, graduate assistants must take at least 2 credits but not more than 4 credits. Courses taken for adult or undergraduate deficiencies are counted in the maximum total course load; audited classes cannot be used for the minimum course load requirement; and only three credits of undergraduate deficiency can be counted for the minimum course load.

Stipends for graduate assistants in 1980-81 will be:

Level	Stipend
I	$4810
II	$4930
III	$5040

Level I applies to a student pursuing a master's degree or one who has attained less than 30 graduate credits.

Level II applies to a student pursuing the education specialist or doctoral degree, who has completed a master's degree in the cognate field or 30 graduate credits in a related field and has passed the qualifying examination.

Level III applies to a doctoral student who has passed the comprehensive examination.

Graduate assistants employed at least one-fourth time (ten hours per week) will be considered residents for tuition purposes during the first 12 months of tenure. If New Mexico resident status has not been established by the time of any reappointment, the graduate assistant will be subject to nonresident tuition rates.

Graduate assistants, fellows, and trainees may accept additional employment or stipend from other university agencies with prior approval of the department head and the dean of the Graduate School. They may be employed as tutors if such employment is shown to be free of conflict of interest and consistent with policies governing supplemental appointments.

Any request for supplementation of stipend for fellows and trainees will require a statement from the department head certifying that any additional employment is clearly relevant to the student's degree program and will not prolong the time required for the attainment of the training objective for which the award of fellowship or traineeship is made.

Graduate assistants, fellows, and trainees may not work more than ten hours per week at the hourly rates set by the Dean's Council.

Application forms for graduate assistantships or fellowships may be obtained by writing to the head of the department. Completed application forms should be received by the head of the department not later than February 15. All transcripts and forms required for admission must be filed with the Graduate School before application for assistantship will be considered.

The university limits the number of years a student may be supported. A student should check with his department head on these limitations.

Hourly work

In order to be hired on a student payroll, a graduate student must be enrolled for at least 6 graduate credits.

FEES AND EXPENSES

TUITION

Regular semester	New Mexico Residents	Non-Residents
Full-time (12 or more credits)	$354	$1041
Each credit over 18	29	87
Part-time per credit (11 or fewer)	29	87
Audit, per credit	29	87
Summer Session—1980*		
Full-time (5 or more credits)	$147	$434
Each credit over 7.5	29	87
Part-time, per credit (4 or fewer)	29	87
Audit, per credit	29	87

**Charges are applicable to each six-week session.*

NOTE: Short courses, workshops, and institutes are treated as completely separate sessions with per credit rates above applicable.

Resident, nonresident status

The determination of resident or nonresident status will be according to a uniform definition established for all New Mexico institutions by the Board of Educational Finance, State of New Mexico, and administered by the registrars of the various institutions.

Members of the armed forces, their spouses and minor children, not otherwise entitled to claim residency, are eligible for tuition payment at the resident student rates upon presentation of a certification from their commanding officer of assignment to active duty within the exterior boundaries of this state.

APPENDIX I

Vitae From Key Project Staff and Consultants

I.1 Stile, Stephen W. (Project Director)

I.2 Gallegos, A. (Workshop Presenter)

I.3 Gallegos, R. (Guest Lecturer/Workshop Presenter)

I.4 Lujan, Harry (Workshop Presenter)

I.5 McDowell, Jerry A. (Graduate Assistant)

I.6 Pettibone, Timothy J. (Guest Lecturer/ Workshop Presenter)

I.7 Veloz, Josefina (External Evaluator)

I.8 Wachtel, William J. (Workshop Presenter)

VITA FOR STEPHEN W. STILE

(Revised July 1, 1982)

BUSINESS ADDRESS

Special Education Component
Department of Educational Specialties
College of Education
New Mexico State University
Box 3AC
Las Cruces, New Mexico 88003
(505) 646-4313

HOME ADDRESS

2210 Rosedale Avenue
Las Cruces, New Mexico 88001
(505) 526-8706

PROFESSIONAL FILE

Placement Office
Utah State University (UMC-01)
Logan, Utah 84322

PERSONAL DATA

Born: June 12, 1937
Height: 5' 8"
Weight: 160 lbs.
No physical limitations
Married, two children

DEGREES AND PROFESSIONAL QUALIFICATIONS

National Council for Accreditation of Teacher Education (NCATE) evaluator training, Council for Exceptional Children, Houston, TX, 1982.

Due Process Mediator, New Mexico State Department of Education, 1979.

Due Process Hearing Officer. New Mexico State Department of Education, 1978.

Ph.D. Degree in Special Education; minor in Instructional Technology. Utah State University, 1976.

National Title III/IV validation training (exportability specialist). Sacramento, CA, 1975 (Region II).

Standard Supervision Credential (elementary principalship, K-9). California State University, Los Angeles, 1974.

Supervision of Special Education Credential (K-12). California State University, Los Angeles, 1974.

M.A. Degree in Education. California State University, San Jose, 1972.

Standard Teaching Credential (elementary). California State University, San Jose, 1971.

General Junior High Credential. California State University, San Jose, 1966.

B.A. Degree in Social Science; minor in English. California State University, San Jose, 1961.

PROFESSIONAL POSITIONS HELD

Associate Professor, Special Education Component, Department of Educational Specialties, College of Education, New Mexico State University, Las Cruces, New Mexico, 1981--present.

Field Reader, Bureau of Education for the Handicapped, U.S. Office of Education, 1978--present.

Director, Office of Special Education, Personnel Preparation Project, College of Education, New Mexico State University, Las Cruces, New Mexico 1982--present.

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PROFESSIONAL POSITIONS HELD (Cont'd)

Director, BEH Preschool Inservice Training Project, College of Education, New Mexico State University, Las Cruces, New Mexico, 1979--1982.

Director, Due Process Mediation Project, College of Education, New Mexico State University, Las Cruces, New Mexico, 1979--present.

Director/Head Teacher Summer Preschool Handicapped Program, College of Health Sciences, University of Wyoming, Summer 1978.

Member, Graduate Faculty, New Mexico State University, Las Cruces New Mexico, 1978--present.

Assistant Professor, Department of Educational Specialties, College of Education, New Mexico State University, Las Cruces, New Mexico, 1978--1981.

Assistant Professor, College of Health Sciences, University of Wyoming, Laramie, Wyoming, 1976--1978.

Coordinator, Preschool Handicapped Education Project, College of Health Sciences, University of Wyoming, Laramie, Wyoming, 1976--1978.

Adjunct Professor, Department of Social Work, College of Arts and Sciences, University of Wyoming, Laramie, Wyoming, Spring/Summer, 1978.

Research Assistant, TELEPAC Project, Utah State University, Logan, Utah, 1974-1976.

Lecturer, Department of Special Education, California State University, Los Angeles, 1974.

"Professional Expert" (analyzed statistical data for Title I, III/IV, and VI evaluation teams), Special Education Branch, Los Angeles Unified School District, 1974.

Supervising Head Teacher, Butte County Development Center for Handicapped Minors (severely handicapped), Chico, California, 1970--1973.

Teacher of the Trainable Mentally Retarded, Conniff Elementary School, San Jose, California, 1969--1970.

Compensatory Education Teacher (ESEA, Title I), Woodrow Wilson Junior High School, San Jose, California, 1966--1969.

PROFESSIONAL AFFILIATIONS

Association for Retarded Citizens

Association for Special Education Technology

Council for Exceptional Children (Teacher Education Division)

National Society for Performance and Instruction

Phi Delta Kappa

TEACHING/SUPERVISION: UNIVERSITY LEVEL (Names of courses with dates first taught specified)

Practicum in Special Education, New Mexico State University, (Fall 1982).

Assessment of Exceptional Children, Department of Educational Specialties, New Mexico State University (Fall 1982).

Applied Behavioral Analysis, Department of Educational Specialties, New Mexico State University (Summer 1982).

Curriculum/Methods for Teaching the Severely Handicapped, Department of Educational Specialties, New Mexico State University (Fall 1981).

Child Abuse Intervention, Departments of Educational Specialties, Counseling and Educational Psychology, and Social Work (cross-listed), (Fall 1980).

Special Education Administration, Departments of Educational Specialties and Educational Management and Development (cross-listed), (Spring 1980).

Mainstreaming, Department of Educational Specialties, New Mexico State University (Fall 1979).

Orientation to Special Education, Department of Educational Specialties, New Mexico State University (Spring 1979).

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TEACHING/SUPERVISION: UNIVERSITY LEVEL (Names of courses with dates first taught specified)

Supervision of Special Education Student Teachers, Department of Curriculum and Instruction/Department of Educational Specialties, New Mexico State University (Spring 1979).

Contemporary Development: Child Abuse and Neglect, Department of Educational Specialties, New Mexico State University (Fall 1979).

Programs in Special Education, Department of Educational Specialties, New Mexico State University (Summer 1979).

Internship in Special Education: Supervision of College Teaching, Department of Educational Specialties, New Mexico State University (Summer 1979).

Advanced Curriculum for Special Education, Department of Educational Specialties, New Mexico State University (Summer 1979).

Curriculum for Special Education, Department of Educational Specialties, New Mexico State University (Spring 1979).

Education of Exceptional Children, Department of Educational Specialties, New Mexico State University (Fall 1978).

Materials for Special Education, Department of Educational Specialties, New Mexico State University (Fall 1978).

Introduction to Mental Retardation, Department of Educational Specialties, New Mexico State University (Fall 1978).

Early Chidhood Education of Exceptional Children, Department of Educational Specialties, New Mexico State University (Fall 1978).

Problems in Child Abuse and Neglect, Department of Social Work, University of Wyoming (Spring 1978).

Research Methods, College of Health Sciences, University of Wyoming (Fall 1977).

Habilitation of Young Handicapped Children, I and II, College of Health Sciences, University of Wyoming (Fall 1977).

Field Experience with Preschool Handicapped Children, College of Health Sciences, University of Wyoming (Fall 1977).

Practicum in Management of Classrooms for the Preschool Handicapped, College of Health Sciences, University of Wyoming (Fall 1977).

Practicum in Evaluation of School Programs, Department of Special Education, Utah State University (Fall 1975).

Special Education Practices and Problems, Department of Special Education, California State University, Los Angeles (Summer 1974).

Supervision of Special Education Student Teaching, Department of Special Education, California State University, Los Angeles (Summer 1974).

PROFESSIONAL SERVICE: PROGRAM DEVELOPMENT & EVALUATION/COMMITTEE MEMBERSHIP-OFFICES

Member, International Research Committee, Council for Exceptional Children, 1981--present.

Member, Long-range Planning Committee, Faculty Senate, New Mexico State University, 1982--present.

Immediate Past President and Executive Board Member, New Mexico Federation Council for Exceptional Children, 1982--1983.

Chairman, Infant, Toddler, and Preschool Education of the Handicapped Conference, Las Cruces, New Mexico, March 26-27, 1982.

President, and Executive Board Member, New Mexico Federation/Council for Exceptional Children, 1981--1982.

Member, Early Childhood Handicapped Task Force, New Mexico Developmental Disabilities Council, 1981--present.

Member, College of Education Student Affairs Committee, 1981--present.

PROFESSIONAL SERVICE: PROGRAM DEVELOPMENT & EVALUATION/COMMITTEE MEMBERSHIP-OFFICES (Cont'd)

Member, Committee on Committees, Faculty Senate, New Mexico State University, 1981.

Member, Faculty Affairs Committee, Faculty Senate, New Mexico State University, 1981.

Member, Educational Standards Commission, State of New Mexico, 1980--present.

Member, University Discipline Committee, New Mexico State University, 1980--present.

Member, College of Education Student Affairs Task Force, New Mexico State University, 1980--1981.

President-Elect and Executive Board Member, New Mexico Federation/Council for Exceptional Children, 1980--1981.

Member (Project Director), Preschool Handicapped Project Advisory Board, New Mexico State University, 1979--1982.

Member, Senior Citizens Training Project Advisory Board, New Mexico State University, 1979--1981.

Member, Vocational Education Advisory Board, New Mexico State University, 1979--present.

Chairman, New Mexico Federation/Council for Exceptional Children Fall Conference, Albuquerque, New Mexico, October 25-27, 1979.

Chairman, Jury Committee, New Mexico Federation/Council for Exceptional Children Spring Conference, Las Cruces, New Mexico, March 1-3, 1979.

Faculty Representative, Student Council for Exceptional Children, New Mexico State University, Spring 1979.

Vice President and Executive Board Member, New Mexico Federation/Council for Exceptional Children, 1979--1980.

Treasurer and Executive Board Member, Las Cruces Chapter, Phi Delta Kappa, 1979--1980.

Member, Advanced Statistics Committee, College of Education, New Mexico State University, 1978--present.

Co-Chairman, Current Trends in Auditory and Hearing Prosthetics Research Conference, The University of Wyoming, July 25-27, 1977.

Coordinator for evaluation of Learning Resource Centers (LRCs) for State of Montana, May 1976.

Chairman of final Title III/IV Audit for Festival of Arts, Jordan School District, Salt Lake City, Utah, Spring 1976.

Materials evaluation--Adaptive Vocations for Disadvantaged Children Through Educational Technology Project. Dickinson Public School District, Dickinson, North Dakota, Spring 1976.

Evaluation of Prenatal Care Training Project, Utah State University, Winter 1975--Spring 1976.

Title III/IV audit for Model Resource Center, Provo School District, Provo, Utah, Winter 1975--Spring 1976.

Final Title III/IV Evaluation of Project IMPLODE, Jordan School District, Salt Lake City, Utah, September 29--October 1, 1975.

Coordinator, Systems for the Management and Training of Paraprofessional Personnel Conference, Utah State University, June 11-13, 1975.

Evaluation of core curriculum for Department of Special Education, Utah State University, Logan, Utah, Spring 1975--Summer 1975.

Editor, Breakthrough (Utah State special education journal), Fall 1974--Winter 1975.

Coordinator, University Council for Educational Administration (UCEA) Regional Conference, Los Angeles, May 2-4, 1974.

Member, Executive Board, Butte County Chapter, California Federation/Council for Exceptional Children, 1972-1973.

PROFESSIONAL SERVICE: MAJOR PRESENTATIONS/CONSULTATIONS

Sixtieth Annual International CEC Conference, Houston, TX. "Long-term and short-term evaluation of two early childhood programs for handicapped children," April 13, 1982.

Rural Research Conference, Lubbock, TX. "Results of an inservice training program for rural EC-H personnel," April 2, 1982.

Southwestern Conference for Rural Education, Las Cruces, NM. "The four day schoolweek for rural schools," March 31, 1982 (Session Chairperson).

New Mexico CEC Conference, Las Cruces, NM. "A program of reading readiness," March 26, 1982.

New Mexico Chapter/National Society for Performance and Instruction Meeting, Albuquerque, NM. "Infusing instructional systems design into a special education teacher training program," March 2, 1982.

Rocky Mountain Regional Research Conference, Dallas, TX. "A single case study in early childhood special education," October 22, 1981.

Las Cruces Public Schools, Las Cruces, NM. "Child abuse intervention: A workshop for school nurses as trainers," May 22, 1981.

Open Door Center, Las Cruces, NM. "Introduction to mental retardation," May 15, 1981.

Las Cruces Public Schools, Las Cruces, NM. "Child abuse intervention: A workshop for counselors and administrators," May 8, 1981.

Las Cruces Public Schools, Las Cruces, NM. "Child abuse intervention: A workshop for special educators," April 22, 1981.

Fifty-ninth Annual International CEC Conference, New York, NY. "A university-based inservice training model for personnel serving handicapped preschoolers, toddlers, and infants in rural areas," April 19, 1981.

New Mexico Secondary Principals Association Conference, Socorro, NM. "What to look for in effective special education programs for learning handicapped children: A guide for secondary school principals," March 26, 1981.

College of Human and Community Development, New Mexico State University. Coordination of Family Dynamics Project, Fall 1980--Spring 1981.

Open Door Center, Las Cruces, NM. "Developing IPPs: When, Why, What and How," September 20, 1980.

Fifty-eighth Annual International CEC Convention, Philadelphia, PA. "Child abuse and neglect: University-based preparation for special education personnel," April 25, 1980 (session leader).

Los Lunas Hospital and Training School, Los Lunas, New Mexico. "Development of interdisciplinary habilitation plans," April 11, 1980.

Aztec School District, Aztec, New Mexico. "What to look for in a quality special education program," March 21, 1980.

New Mexico CEC Convention, Roswell, NM. "The Open Door Center-Based Infant Stimulation Program," March 7, 1980.

California CEC Convention, Anaheim. "Training senior citizens as para-professionals to work with the handicapped," November 9, 1979.

New Mexico CEC Convention, Albuquerque. "Special education administration: an input session," October 27, 1979.

Rocky Mountain Educational Research Association, Tucson, Arizona. "A comparison of two mail-out survey research techniques," September 27, 1979.

Fifty-seventh Annual International CEC Convention, Dallas, Texas. "Special education and related services for handicapped young children (18-36 months): The project WISP center-based program," April 26, 1979.

Colorado State ERC Network Meeting, Boulder, Colorado. "Strategies for minimizing parent attrition in programs for handicapped children," December 8, 1978.

Las Cruces Teachers Center, Las Cruces, New Mexico. "Strategies for keeping parents of handicapped children involved in school programs," November 30, 1978.

PROFESSIONAL SERVICE: MAJOR PRESENTATIONS/CONSULTATIONS (Cont'd)

New Mexico CEC Convention, Albuquerque. "Parent attrition in programs for exceptional children," October 26, 1978.

Senior Citizens Project, College of Continuing Education, New Mexico State University, Las Cruces. "Teaching specific skills to and managing problem behaviors of the mentally retarded," (three presentations per semester, Fall 1978--Fall 1980).

Dona Ana ARC, Las Cruces, New Mexico. "Task analysis and operant behaviorism: Tools for parents of the mentally retarded," October 7, 1978.

Department of Social Work, the University of Wyoming. Development and implementation of child abuse curriculum, Spring, Summer 1978.

Fifty-sixth Annual International CEC Convention, Kansas City. "Parent/professional partnerships--serving the needs of the family," May 3, 1978.

John F. Kennedy Medical Center, The University of Colorado, Denver. Colorado-Wyoming UAF Feasibility Study, Winter 1977--Spring 1978.

Bureau of Indian Affairs/New Mexico State University, Las Cruces. Handicapped Navajo Education Project, Winter 1977-Spring 1978.

Fifty-fifth Annual International CEC Convention, Atlanta. "Introduction to mental retardation: Planning, implementing and evaluating training for community-based professionals and paraprofessionals," April 14, 1977.

California CEC Convention, San Francisco. "Packaged materials for the non-professional as instructor of the handicapped: Instructional programming and the R&D process," November 19, 1976.

Fifty-fourth Annual International CEC Convention, Chicago. "Packaged home instructional materials for parents of the severely handicapped: A concept analysis," April, 1976.

Visiting Home Services, Inc., Salt Lake City. "Special training in mental retardation," Fall 1975--Summer 1976.

Devils Lake Region Schools, Devils Lake, North Dakota. "A systems approach to classroom instruction for the severely handicapped," August 27-29, 1975.

Division of Family Services, Salt Lake City. "Assessment, specification of objectives, and managing behavior of severely handicapped children in the home," July 21-23, 1975.

Los Angeles County Superintendent of Schools. "Using 'brainstorming' techniques to program severely handicapped children," May 5, 1973.

RESEARCH: PUBLICATIONS/TECHNICAL PAPERS/MATERIALS DEVELOPMENT

Stile, S. W., (with London, S. B.). The school's role in the prevention of child abuse. Bloomington, IN, Phi Delta Kappa Educational Foundation, 1982. (ISBN 0-87367-172-4)

_____, (with Wachtel, W. J. & Pettibone, T. J.). Perspectives on the application of instructional technology in rural special education programs. In H. Hagen (Ed.), Readings in rural special education. Broadus, MT: Tricounty Special Education Cooperative, 1972 (in press).

_____. A university-based inservice training model for personnel serving handicapped infants, toddlers, and preschoolers in rural areas. In R. G. Kibler (Ed.), Education and related services for young children with special needs in rural areas. Resources in Education, 1982 (in press).

_____, (with London, S. B.). The school and the maltreated child. Nuevo Mexico Elementary Principals, 30 (1), 23-24, 1982.

_____, (with Gallegos, A.). Senior Citizens as paraprofessional aides: A model for rural special education programs. Lifelong Learning, 5 (7), 15-24.

_____, (with Estrada, D., McDowell, J. A., & Kyker, G.) Annotated bibliography: Early childhood education of the handicapped collection. Las Cruces, NM: Preschool Handicapped Project, Special Education Component, Department of Educational Specialties, New Mexico State University, 1981.

RESEARCH: PUBLICATIONS/TECHNICAL PAPERS/MATERIALS DEVELOPMENT (Cont'd)

_____. Data-based decision making in programs for handicapped learners: Three models. Performance and Instruction, 1981, 20 (3), 23-25.

_____, (with Pettibone, T. J.). Training and certification of administrators in special education. In G. R. Thompson (Ed.), Yearbook of special education, 1980-1981 (6th ed.), Chicago: Marquis Academic Media, 1980.

_____. Improving the quality of special education in rural areas: The college of education's contribution. Compact, 1980, 14, (3), 24-26.

_____, (with Pettibone, T.). Training and certification of administrators in special education. Exceptional Children, 1980, 46 (7), 530-533.

_____, (with Bavolek, S. J., & London, S. B.). Child abuse and neglect: University-based preparation. Resources in Education, 1980, 15 (11), 88. (ERIC Document Reproduction Service No. ED 188 409)

_____, (with Olson, A.). The trandisciplinary model: an alternative approach for meeting the needs of children in early childhood education programs for the handicapped. Resources in Education, 1980. 15 (12), 83. (ERIC Document Reproduction Service No. ED 189 803)

_____, (with Brummett, R.). Final report for Title VI-D projects 1-4-22827 and 1-4-22848. Las Cruces: New Mexico State University, 1980.

_____, (with Egolf, D., Kirlin, L., & Larson, V.). Current trends in hearing prosthetics research. New York: Grune & Stratton, 1979. (ISBN 0-8089-1164-5)

_____, (with Stile, A.). Special education and related services for handicapped young children (18-36 months): The project WISP center-based program. Resources in Education, 1979, 14(10), 88. (ERIC Document Reproduction Services No. ED 171 [illegible])

_____, (with Brummett, R., London, S., & Kuk[illegible]c, S.). Mediation training package: Guide to complaint resolution in New Mexico. Santa Fe: State Department of Education, Division of Special [illegible]ducation (Author), 1979.

_____, (with Rodriguez, R., Cole, J., & Gallegos, R.). Bilingualism and biculturalism for the special education classroom. Special Education and Teacher Education, 1979, 2(3), 69-74.

_____, (with Cole, J., & Garner, A.). Maximizing parental involvement in programs for handicapped learners: Strategies for education and related service personnel. In L. P. Shapiro (Ed.), Family interactions of handicapped children. Reston, Virginia: Council for Exceptional Children Publications, 1979.

_____, (with Cole, J., & Cole, M.). Identification of reinforcers for handicapped learners: Construction and use of a classroom consequation matrix. The Pointer, 1978, 23(1), 34-39.

_____, (with Cole, J.). Parent attrition in programs for exceptional children: Extent of the problem, associated factors and strategies for minimizing the phenomenon. Exceptional Child Education Resources, 1978, 11(1). (ERIC Document Reproduction Service No. ED 153 420)

_____. Student competency checklist: Handicapped preschool education program (first draft). Laramie: Preschool Handicapped Education Project, College of Health Sciences, The University of Wyoming, 1978.

_____. Bibliography: Preschool education of the handicapped. Laramie: Preschool Handicapped Education Project, College of Health Science, The University of Wyoming, 1978.

_____. Materials list: Preschool education of the handicapped. Laramie: Preschool Handicapped Education Project, College of Health Sciences, The University of Wyoming, 1978.

RESEARCH: PUBLICATIONS/TECHNICAL PAPERS/MATERIALS DEVELOPMENT (Cont'd)

_____. Attrition factors in a home-based service delivery model for parents of handicapped children (Doctoral dissertation, Utah State University, 1976). Dissertation Abstracts International, 1978, 38, 5095A-5758A. (University Microfilm No. 77-30, 066)

_____. Following spoken directions. Logan, Utah: Outreach and Development Division, Exceptional Child Center, Utah State University (currently published as The understanding of functional words and phrases). Niles, Illinois: Developmental Learning Materials, 1977.

_____, (with Alley, M.). Full services for handicapped children through parent advocacy: Suggestions for professional assistance. Journal of the Wyoming Speech and Hearing Association, 1977, 2(1) 31-38.

_____, (with Hertlein, F., & Konopasek, D.). Introduction to mental retardation: Planning, implementing and evaluating training for community-based professionals and paraprofessionals. Resources in Education, 1977, 12(1). (ERIC Document Reproduction Service No. ED 139 185)

_____, (with Atkinson, C). Packaged home instructional materials for parents of the severely handicapped: A concept analysis. Resources in Education, 1976, 11(9), 91. (ERIC Document Reproduction Service No. ED 122 551)

_____, (with Henderson R., & Ragan, S.). An outdoor recreation facility for teaching and research. Programs for the Handicapped, 1976, 4, 14-16.

_____, (with Hertlein, F., & Konopasek, D.). Mental retardation: A participant's manual. Salt Lake City: Visiting Home Services, Inc., 1975.

_____. Creating a behavioral disposition to follow verbal directions in development center children (unpublished master's thesis). San Jose: California State University, 1972.

RESEARCH: SUBMITTED FOR PUBLICATION, 1981-1982

Stile, S. W., (with Giordano, G). A communicative reading readiness program for handicapped toddlers. Submitted to Teaching Exceptional Children, 1982.

_____, (with Brummett, R.). Efficacy of a third-party special education mediation training program. Submitted to Exceptional Children, 1982.

RESEARCH: GRANTSMANSHIP (TOTAL FUNDING TO DATE = $251,290)

Inservice Training of Early Childhood Specialists/Trainers and Regular Education Administrators (Office of Special Education-DPP, $39,140) 1982--1983.

Development of Prototype Instructional Packages (College of Education, NMSU, $250), 1982--1983.

Due Process Mediation Training, New Mexico State University (PL 93-310, Part D, Education of the Handicapped Act, $3,900), Fall 1979.

Preschool Handicapped Inservice Training Program, New Mexico State University (BEH-DPP, $81,000), 1979--1982.

Due Process Mediation Training and Materials Development, New Mexico State University (PL 93-380, Part D, Education of the Handicapped Act, $6,000), Spring 1979.

Summer Traineeship in Education of the Preschool Handicapped. The University of Wyoming (PL 93-380, Part D, Education of the Handicapped Act, $11,000), Summer 1978.

Preservice and Inservice Teacher Training Programs in Education of the Preschool Handicapped (BEH-DPP, $85,000), 1977 and 1979.

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RESEARCH: GRANTSMANSHIP (TOTAL FUNDING TO DATE = $251,290) (Cont'd)

UAF Feasibility Study. The University of Wyoming (DDO, $25,000), Winter 1976.

RESEARCH: GRANTSMANSHIP (Pending at present)

Preservice Training of Regular Educators to Work With Handicapped Students (Office of Special Education-DPP, $257,719), Fall 1982 (resubmission).

Inservice Training of Early Childhood Specialists/Trainers and Regular Education Administrators (Office of Special Education-DPP), 1983-1984 continuation.

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Anne Gallegos
2640 Ardis
Las Cruces, New Mexico

VITA

Date of Birth: 10/8/46
Office Phone : (505) 646-2447
Home Phone : (505) 522-2517

PRESENT POSITION

Project Coordinator - Family Dynamics: Adjusting to a Handicap (A community-based education program)
College of Human and Community Services
Box 3446 New Mexico State University
Las Cruces, New Mexico 88003

Assistant Director - Women's Educational Equity Act Project
Department of Educational Specialties
Box 5701 New Mexico State University
Las Cruces, New Mexico 88003

PREVIOUS POSITIONS

Project Coordinator - Paraprofessional Training for Senior Citizens to work with the Handicapped
College of Human and Community Services
Box 3446 New Mexico State University — August, 1979 - May, 1980
Las Cruces, New Mexico 88003

Materials Development Specialist
Title VI-D
Division of Special Education — August, 1989 - May, 1980
State Department of Education
Santa Fe, New Mexico

Graduate Assistant - Special Education Practicum Supervisor
Department of Educational Specialties
Box 3 AC New Mexico State University — August, 1977 - May, 1978
Las Cruces, New Mexico 88003

Program Director and Diagnostician
Open Door Center for Developmentally Disabled Adults and Children — October, 1974 - June, 1977
2325 E. Nevada
Las Cruces, New Mexico 88001

EDUCATION

New Mexico State University, Las Cruces, New Mexico
B.S. Elementary/Secondary Education - History, English, Library Science
January, 1969

New Mexico State University, Las Cruces, New Mexico
M.A.T. Elementary/Secondary Education - Special Education
May, 1976

New Mexico State University, Las Cruces, New Mexico
Ed.D. Special Education/Curriculum and Instruction
May, 1979

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VITA FOR ROBERT LEVI CALLECOS

ADDRESS

Department of Educational Specialties
Box 3AC
New Mexico State University
Las Cruces, New Mexico 88003

TEACHING AREAS OF COMPETENCE

Elementary Education-related courses with a concentration on reading and reading in a Bilingual/Bicultural Education setting.

DEGREES

1957	Bachelor of Arts in Government, University of New Mexico.
1964	Master of Arts in Elementary Education with an emphasis in Reading, University of New Mexico.
1974	Doctor of Philosophy in Education: Curriculum and Instruction (A Study of Cultural Markers in Selected Readers Designed for Bilingual/Bicultural Programs).

TEACHING EXPERIENCE INCLUDES

1975-1976	Assistant Professor of Elementary Education, Department of Elementary Education, University of New Mexico.
1975 (fall)	Taught Organizacion y ensenanza de la lectura en la escuela primaria for twenty-six Eduadorean teachers and supervisor. The University of New Mexico campus.
1976-present	Assistant Professor of Educational Specialties, New Mexico State University.

WORK EXPERIENCE AND CONSULTANCIES INCLUDE

1975	Albuquerque Public Schools, January, 1975. "Cultural Markers and the Reading Program."
1975	Cultural Awareness Center Secondary Education Reading Conference, Albuquerque, New Mexico.
1975	Cross-Cultural Institute, Fort Lewis College, Durango, Colorado, June, 1975.
1976	"The Reading Program in the Elementary School." Roswell, New Mexico.
1976	"The Reading Program in a Bilingual/Bicultural Setting." Gadsden Independent School District, Anthony, New Mexico.
1976	Consultant for Normales Superiores Programa de estudios sociales en la escuela primaria. San Pablo del Lago, Ecuador.
1977	"Culture in the Elementary School Curriculum." Chama Independent School District, Chama, New Mexico.
1977	"Metodologia y las ciencias en un programa bilingue y bicultural." New Mexico State University.
1977	New Mexico State Association for Bilingual Education, Annual Conference. "Caring: The Foundation for Action."
1978	"Cultura y el desarrollo de lenguaje." New Mexico State University.
1978	Conferencia Internacional de Literatura Infantil y Juvenil en Espanol, San Francisco, California.
1978	National Association for Bilingual Education, San Juan, Puerto Rico.
1979	International Reading Association, Atlanta, Georgia.

PUBLICATIONS INCLUDE

Collaboration, Ecuadorean Reading Series for Children, published by the Ministry of Education, Quito, Ecuador.

"They Like What They Live: Culturally Relevant Reading," New Mexico School Review, Vol. 54, No. 1, Spring, 1978.

"Cashing in on Cognacies: Teaching Basic Vocabulary to Intellectually Handicapped Bilingual Children," (in conjunction with Dr. Jack Cole and Dr. Roy Rodriguez) The Pointer, Winter, 1979, Grass Valley, California.

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VITA for HARRY A. LUJAN

ADDRESS

Native American Programs
New Mexico State University
Box 4188
Las Cruces, New Mexico 88003

EDUCATIONAL BACKGROUND

Taos, New Mexico, May 1957 (graduate)

1970 — B.S. Degree in Elementary Education from New Mexico State University.

1971 — M.A. Degree in Guidance and Student Personnel work, Arizona State University.

WORK EXPERIENCE INCLUDES

1972-present — Director of Native American programs, New Mexico State University.

"Applied Psychology" - Central Arizona College, Coolidge, Arizona.

MacArthur Elementary School, fifth grade, Las Cruces, New Mexico.

University Hills Elementary School, sixth grade, Las Cruces, New Mexico, taught as student teacher.

Bureau of Prisons, La Tuna, Texas.

Supervisor of Elementary school student teachers.

Las Cruces Recreation Department, Las Cruces, New Mexico.

Gila River Career Center, Sacaton, Arizona (operated by Central Arizona College) as Head Counselor, Administrative Assistant to the Executive Dean, and Director of Student Services.

PROFESSIONAL SERVICES INCLUDE

Consultant, Western New Mexico University, Silver City, New Mexico (VIMAX program).

Consultant, Denver Community College, Aurora Campus, Denver, Colorado (Native American Studies).

Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools (accreditation of Community Colleges and Universities).

Chairman, All Indian Adult Advisory Committee, New Mexico State University, Las Cruces, New Mexico.

Member, Committee on Minority Affairs, N.M.S.U.

Consultant, ERIC Clearinghouse, N.M.S.U.

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VITA FOR JERRY A. McDOWELL

ADDRESS

Department of Educational Specialties
College of Education
Box 3AC
New Mexico State University
Las Cruces, New Mexico 88003

DEGREES

Ph.D.	New Mexico State University, in progress. (Special Education/ Curriculum and Instruction)
M.A.	University of Cincinnati, 1978. (Speech Pathology/Audiology)
M.A. in Ed.	Northern Arizona University, 1975. (Special Education)
B.A.	University of Texas, 1973. (Political Science)

ORGANIZATIONS

Alpha Kappa Lambda - National Social Fraternity.

Phi Delta Kappa - Professional Education Society.

Phi Kappa Phi - National Scholastic Honor Society.

Pi Sigma Alpha - National Political Science Honorary Society.

Council for Exceptional Children.

EXPERIENCE

Coordinator, BEH Personnel Preparation Project for Preschool Handicapped, New Mexico State University, 1980-

Speech Pathologist, Cobre Consolidated Education District, Bayard, New Mexico, 1978-1980.

CONSULTANCIES

Served as Speech Pathology advisor for Special Education Appraisal and Review Committee hearings in the Grant County district of New Mexico.

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VITA FOR TIMOTHY J. PETTIBONE

ADDRESS

Department of Educational Management and Development
Box 3N, New Mexico State University
Las Cruces, New Mexico 88003

DEGREES

Ph.D., New Mexico State University, 1969.

M.A., New Mexico State University, 1968.

B.S., Oregon College of Education, 1965.

EXPERIENCE

Department Head and Professor, Department of Education Management and Development, New Mexico State University, 1970-present.

Research Associate, Office of Research and Evaluation, School District of Philadelphia, 1969-1970.

Laboratory Manager, Division of Teaching Research, Oregon State System of Higher Education, Monmouth, Oregon, 1965-1967.

Director of Technical Publications and Technician, Exact Electronics Inc., Hillsboro, Oregon, 1962-1963.

CONSULTANCIES

El Paso Community College, El Paso, Texas.

Eastern Arizona College, Thatcher, Arizona.

Region XIX Service Center, El Paso, Texas.

University of the Pacific, Stockton, California.

Project HEED, Sacaton, Arizona (6 reservation sites).

Project MEOW (Mescalero Education on Wheels), Mescalero Apache Tribe.

Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico.

Franklin Institute, Philadelphia, Pennsylvania.

Southwest Educational Development Laboratory, Austin, Texas.

PUBLICATIONS

Stile, Stephen W., Timothy J. Pettibone, "Training and Certification of Administrators in Special Education." Exceptional Children, April 1980, 46 (7).

Pettibone, Timothy J., Review of "Perspectives for the Future System of Higher Education" by Hiroshima University, International Journal for Higher Education Management, in press.

Pettibone, Timothy J. and Phillip H. Dillard, "Overhead Transparency Legibility as a Function of Distance, Image Reversal, and Letter Height and Width," Audio Visual Journal, Vol. XI, No. 1, Fall 1976.

VITA

Josefina Estrada Veloz
308 Lomont
El Paso, Texas 79912
(915) 584-3267

EDUCATION

Ph.D.	1980 -	(expected date of completion), New Mexico State University, Las Cruces, Counseling and Educational Psychology (major emphasis: mental health evaluation and research/community services; minor: experimental statistics)
M.A.	1978	New Mexico State University, Las Cruces, Counseling and Educational Psychology (major emphasis: mental health evaluation and research/community services; minor: experimental statistics)
M.Ed.	1976	University of Texas at El Paso, Guidance and Counseling (minor: sociology)
B.S.	1968	University of Texas at El Paso, Health and Physical Education (minor: Spanish/Biology)

RELEVANT EXPERIENCE

1980	Consultant, U.S. Office of Education, Sex Desegregation Training Institute, New Mexico State University, Las Cruces
Spring/SS 1978	Evaluation Intern, Southwest Community Health Services, Las Cruces. (Research design, coordination of interviewer operation, instrument revision, form design and translation to Spanish, collection and analysis of data, statistical applications, report writing).
1977	Group Facilitator, First Offender Program, Las Cruces.
1976	School Consultation Project, Southwest Community Mental Health Services, Las Cruces. (Research design, interviewing, observation, report writing).
1968-1976	Teacher, El Paso Public Schools, Texas

TRAINING CONFERENCES

Summer 1979	Participant in National Chicano Research Network 1979 Training Institute. Emphasis on research methodologies and techniques appropriate for research.
1977	Statistical Systems for Mental Health Centers; Applied Statistics Training Institute, Department of Health, Education and Welfare, Dallas.

PUBLICATIONS

Veloz, J. E. Bilingual materials in the social service system. Hispanic Journal of the Behavioral Sciences, Dec. 1979, 1(4).

HONORS

Mental Health Evaluation and Research Training Program Fellow, New Mexico State University, 1976-1980.

PROFESSIONAL ORGANIZATIONS

New Mexico State University Chicano Faculty and Staff Caucus
Phi Delta Kappa
Image de Las Cruces

VITA

William J. Wachtel
Associate Project Director
Department of Educational Specialties
Box 3AC, NMSU
Las Cruces, New Mexico 88003

Home Address: 3039 Hillrise Drive
Las Cruces, NM 88001
(505) 522-8928

SPECIALTIES: Management, special education administration, evaluation, fiscal and policy analysis, research methodology, research administration.

EDUCATION:

Ph.D. (Educational Administration/Finance and Accounting)
New Mexico State University, 1982
M.A. (Educational Administration/Research)
New Mexico State University, 1977
B.G.S. (History/Basic Sciences)
New Mexico Institute of Mining and Technology, 1973

EXPERIENCE:

Associate Director and Field Coordinator, Preschool Special Education Specialist/Regular Education Administator Inservice Training Project, New Mexico State University, 1982-present
Research Intern, Educational Research Center, New Mexico State University, 1981-present
Graduate Assistant, Educational Management and Development, Research Associate, Educational Research Center, New Mexico State University, 1979-1981
Graduate Assistant and temporary professional, Office of Grants and Contracts, New Mexico State University, 1977-1979
Counselor and Tutor Coordinator, Special Student Services, New Mexico Institute of Mining and Technology, 1974-1975

RELATED CERTIFICATIONS: Certified due process mediator for the State of New Mexico

PUBLICATIONS:

Stile, S. W., Wachtel, W. J., and Pettibone, T. J. Perspectives on the application of instructional technology in rural special education programs. In M. Hagan (Ed.) Reading in rural special education. Broadus, Montana. Tricounty Special Education Cooperative, in press.
Wachtel, William J. "The Status of Theory in Educational Research: A Case for Two Theories." Education New Mexico, 12 (1), Spring 1981, pp. 4-7.

PAPERS/PRESENTATIONS:

The Effects of Ethnicity on the Attitudes of New Mexico Citizens Toward Postsecondary Education, with M. L. Gonzales. Presented at the Twelveth Annual Meeting of the Rocky Mountain Educational Research Association, October 1981, Dallas, Texas.

PAPERS/PRESENTATIONS:

Opinions and Attitudes of New Mexico Citizens on Postsecondary Education: An Overview, with T. J. Pettibone and J. Cavin. Presented at the Eleventh Annual Meeting of the Rocky Mountain Educational Research Association, October 1980, Las Cruces, New Mexico.

The Status of Theory in Educational Research. Presented at the Eleventh Annual Meeting of the Rocky Mountain Educational Research Association, October 1980, Las Cruces, New Mexico.

APPENDIX J

Exerpt from Annotated Bibliography:
Early Childhood Education of the
Handicapped Materials Collection

ANNOTATED BIBLIOGRAPHY:

EARLY CHILDHOOD EDUCATION OF

THE HANDICAPPED MATERIALS COLLECTION

Stephen W. Stile, Project Director

Doris Estrada, Graduate Assistant

Jerry A. McDowell, Project Coordinator

Glenna Kyker, Project Coordinator

New Mexico State University

March, 1981

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Bluma, S. M., Shearer, M. S., Frahman, A. M., and Hilliard, J.M. A Parent's Guide to Early Education: Portage Guide to Early Education. Portage, Wisconsin: Cooperation Education Services Agency #12, 1976.

*Refer to Parenting/Parent Training Section.

Flamboe, J. (Editor). Infant and Toddler Resource Guide for Parents. Laramie, Wyoming: WISP, 1978.

Wyoming Project WISP Outreach
Box 3224 Univ. Station
Laramie, Wyoming 92071 ($3.00)

This guide is a listing by title, author and publisher of materials on the market focusing on infant and toddlers. The guide was compiled by the staff at the Wyoming Infant Stim. Program at the Univ. of Wyoming. Along with the materials lists is a bibliography of materials located at the Univ. of Wyoming Library ranging from child care, development and feeding to social-emotional development.

Foster, M. Promoting Infant Development: A Guide for Working with Parents. Nashville, Tennessee: D.A.R.C.E.E. Publicaiton V, 1974.

Demonstration and Research Ctr. for Early Educ.
George Peabody College
Nashville, Tenn. 37203 ($4.00)

The activities in this booklet were designed for parents wishing to promote development in their young infants in the areas of language acquisition, motor development, personal-social skills, and cognitive growth. The activities accompany a sequence of development during the first year of life in each on the above areas.

Gordon, I. Baby Learning Through Baby Play: A Parent's Guide for the First two Years. New York: St. Martin Press, 1970.

St. Martin Press
175 5th Ave.
New York, N.Y. 10010 ($8.06)

This book was written for parents working with children - ranging in age from 0 to 2 years. The book contains many games which develop basic skills such as focusing, eye-hand coordination, exploraton, trust (interaction between parent and child), self-facts (learning is enjoyable), and distinguishing differenes among almost identical objects. The games are grouped into sequential order beginning with games in the early months; sitting and lap baby games; creeper-crawler games; standing and toddler games, and older toddler games.

Johnson, V. M., and Werner, R.A. A Step-by-Step Learning Guide for Retarded Infants and Children (I). Syracuse, N.Y.: Syracuse University Press, 1975.

Johnson, V. M.
1011 E. Water Street
Syracuse, N.Y. 13210 ($7.16)

These learning activities have been prepared for infants and young children who are mildly retarded, moderately retarded,

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severely retarded or multiply handicapped. The tasks are designed to enable the child to learn essential skills for development in self-care, social behavior, gross and fine motor skills, language and perceptual development, and cognitive abilities. The learning tasks are arranged in sequence with photographic illustration and description of teaching procedures.

Karnes, M.B. Small Wonder! Activities for Baby's First 18 Months. Circle Pines, Minnesota: American Guidance Service, 1979.

American Guidance Service
(see listing for address) ($65.00)

This kit comes with 150 activity cards containing games, exercises, songs, picture stories and puppet plays which encourage physical, intellectual and emotional growth as well as language development. The kit can be used with handicapped and developmentally delayed children. The kit can be used at home or in a classroom setting. A User's Guide manual is included giving an overview of program including developmental guidelines and a summary of normal stages of infant development during the child's first eighteen months. A Look Book, My First 18 Months Diary of Activities, Ceeper the Catipillar puppet, activity cards and 64 picture cards are also included.

Levy, J. The Baby Exercise Book for the First Fifteen Months. New York: Pantheon Books, 1975.

Pantheon Books: c/o Random House Inc.
400 Hahn Rd.
Westminister, Maryland 21157 ($3.71)

This book shows parents how to aid a child's growth by utilizing his natural movements. The exercises are based on the movements that young children normally make while playing in cribs or with parents. Photos are included making the series of exercises easy to follow.

The Nisonger Center for Mental Retgardation and Developmental Disabilities. Infant Stimulation Curriculum. Columbus, Ohio: Ohio State University, 1976.

*Refer to Assessment/Screening Section.

Storm, P., and Meddaugh, G. Infant Stimulation Curriculum Assessment Tool. Columbus, Ohio: Ohio State University, 1976.

*Refer to Assessment/Screening Section.

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APPENDIX K

Excerpt from Supplemental Bibliography

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INTRODUCTION

This bibliography is a supplement to a document originally developed at the University of Wyoming. It is intended for use by teachers of preschool-aged handicapped children. Many of the materials listed herein are in New Mexico State University's Special Education Instructional Materials collection which is located in the Learning Resource Center (LRC) in O'Donnell Hall. Check-out procedures have been established and the library is now serving campus-based students and other interested members of the local community area (e.g., parents of handicapped children). Please consider this bibliography to be a base to develop, revise, expand, and perhaps annotate. Space is provided at the end of each section for the addition of recent articles, books, and materials.

Materials may be checked out by visiting the LRC and following the check-out procedure. Unfortunately, however, our budget does not allow mailing of materials. All materials may be borrowed for a two week period. Extensions may be granted upon a telephone or written request.

This project is funded by the Personnel Preparation Division, Bureau of Education for the Handicapped, U.S. Office of Education under Federal Grant No. G007900846, Project No. 451CH1092.

Stephen W. Stile, Ph.D.
Project Director

Glenna Kyker, M.A.T.
Project Coordinator

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Abroms, K. I. & Gollin, J. B. Developmental study of gifted preschool children and measures of psychosocial giftedness. Exceptional Children, 1980, 46, 334-341.

Arenas, S. Bilingual/Bicultural programs for preschool children. Children Today, 1978, 12, 43-48.

Bagnato, S. J., et. al. Perceptions of developmental skills.: A multi-source rating profile of functional skills for the preschool child. University Park: The Pennsylvania State University, HICOMP Preschool Project, 1977.

Bagnato, S. J., Jr. & Neisworth, J. T. Between assessment and intervention: Forging an assessment/curriculum linkage for the handicapped preschooler. Child Care Quarterly, 1979, 8, 179-195.

Bagnato, S. J., Jr. & Neisworth, J. T. The intervention efficiency index: An approach to preschool program accountability. Exceptional Children, 1980, 46, 264-269.

Bagnato, S. J., et. al. A profile of perceived capabilities for the preschool child. Child Care Quarterly, 1978, 7, 327-335.

Bayley, N. Bayley scales of infant development. New York: Psychological Corporation, 1969.

Berger, M. & Fowlkes, M. A. Family intervention project: A family network model for serving young handicapped children. Young Children, 1980, 35, 22-32.

Braine, M. D. D. Children's first word combinations. Monographs of the society for research in child development, 1976.

Braun, S. J. & Lasher, M. S. Are you ready to mainstream? helping preschoolers with learning and behavior problems. Columbus, Ohio: Charles E. Merrill, 1978.

Bricker, D. Early intervention: The criteria of success. In Early intervention with infants and young children. Allied health and behavioral science journal, 1978, 1, 567-582.

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APPENDIX L

"Mini-Conference" Schedule

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ALL INFANT, TODDLER AND PRESCHOOL WORKSHOP PRESENTATIONS IN BRAZITO ROOM

CONFERENCE SCHEDULE

Friday, March 26

8:00 Welcome: Dr. David Byrne, Dean, College of Education, New Mexico State University

8:15 Orientation: Dr. Steve Stile/Mr. Jerry McDowell, NMSU Preschool Handicapped Training Project

8:30 Update on Developmental Disabilities Council State Plan Efforts: Marilyn Price, Director, NMDDC

9:45 Break

10:00 Project COPE, Philadelphia, PA. Project COPE's presentation will provide an awareness of their comprehensive sequentially programmed preprimary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills: Bettye Shepherd

11:30 Lunch (Participants are urged to make their own arrangements for lunch)

1:00 Community Awareness of the Need for Early Intervention with Handicapped Children: A Hands-On Public Relations Workshop: Mr. Thom Flamboe, Coordinator, Wyoming Infant Stimulation Program, The University of Wyoming, Laramie, WY.

2:30 Break

2:45 Teaching Research Infant and Child Center Classroom for Moderately and Severly Handicapped Children, Monmouth, OR. Teaching Research's presentation will provide an awareness of their individualized skills instruction program for moderately to severely handicapped children, ages 1-8: William Moore

4:45 Crackerbarrel: Meet the presentators at an informal question and answer session (details to be announced on Friday morning.

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Saturday, March 27

8:00 The Role of the Physician in the Total Management of Exceptional Preschoolers. The purpose of this presentation is to provide preschool personnel with specific strategies for working with young handicapped children and their parents (e.g., how to ask the physician meaningful questions). Dr. Stan Handmaker, M.D., Director, Developmental Disabilities Team, Albuquerque, NM.

9:30 Project PREP, Redford, MI. The purpose of Project PREP's presentation will be to provide an awareness of their early intervention activities for academically high-risk preschool children in which parents attend classes to learn to become effective change agents for their own children, and high school students learn preparenting skills while working with children: Ann Sheppard.

10:45 Break

11:00 Community Screening. The purpose of this workshop will be to provide experience through simulation activities in developing and conducting a community screening effort to identify children at-risk for handicapping conditions: Martha Carolla, Ann Stile, Isabel Tapia, Open Door WISP and PEECH Replication sites, Las Cruces, NM.

12:30 Closing remarks/Pick up tests for C.E.U.'s.

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APPENDIX M

New Mexico Counties
With/Without Project Trainers

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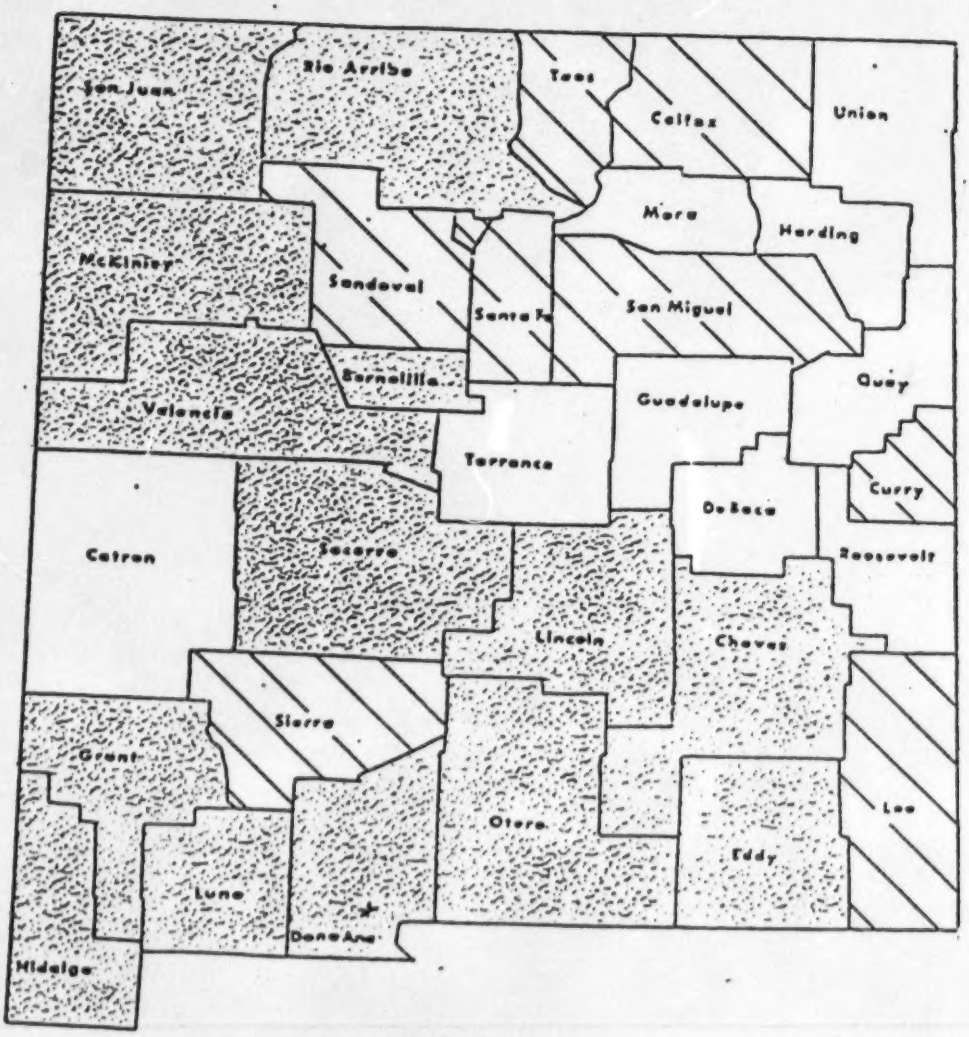

Counties with trainers (summer, 1980 trainees) (N = 14)

Counties without trainers (N = 9)

Summer, 1981 Trainees (N = 9)[2]

[2]Only 9 new counties represented in group of 14 1981 trainees

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APPENDIX N

Project-Developed Observation Instrument

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Student _____

Date _____

Week _____

SPED 501 Practicum Observation Form

(with thanks to C. Beasley, Utah State University, 1976)

Sd → R → Sc

	Sd	R	Sc	Correction Procedure
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%				

Marking Code

"+" = Appropriate or Positive

"-" = Inappropriate or Negative

"g" = Group

CLASSROOM MANAGEMENT

	Rating	+	-	Comments
1	Grooming/Dress			
2	Seating			
3	Organization of Materials			
4	Attention (Prior)			
5	Materials Presented without Rdg			
6	Speech (Volume, Clarity, Gram.)			
7	Pacing			
8	Maintains Student Control			
9	Program Monitoring			
10	Interaction with Students			
11	Instruction Consistent with IEP/IPD			
12				

General Comments/Suggestions